

**SAINT JOSEPH'S  
COLLEGE**  
Remond, Indiana



# Catalog 1977-78

Correspondence for further information may be addressed to the appropriate office at Saint Joseph's College, Rensselaer, Indiana 47978, as follows:

College Affairs

CHARLES H. BANET, C.P.P.S.

*President*

Academic Policies,

Faculty Appointments

ROBERT J. GARRITY

*Vice President for Academic Affairs*

Transcripts of Credits

CHARLES J. ROBBINS, C.P.P.S.

*Registrar*

Admission Information

WILLIAM T. CRAIG

*Director of Admissions*

Financial Aid Information

DAVID H. HOOVER

*Director of Financial Aid*

Business Affairs

KENNETH J. ZAWODNY

*Vice President for Business Affairs*

General Information, News

Service, Publications

CHARLES J. SCHUTTROW

*Director of Public Information*

Student Affairs

JEROME F. HUGHES

*Personnel Dean*

Athletic Information

RICHARD F. SCHARF

*Director of Athletics*

Alumni Affairs

GERALD R. LASKO

*Alumni Director*

SAINT JOSEPH'S COLLEGE BULLETIN

CATALOG ISSUE

RENSSELAER, INDIANA 47978

VOLUME 86, NUMBER I

AUGUST, 1977

---

Issued annually by the Office of the Vice President for Academic Affairs

The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. All such cases are adjusted in such a way that the curricular requirements will work no hardship on a student who has entered under an earlier set of requirements. A student who has discontinued college studies for a full semester or more is regarded as re-entering the College when resuming studies and will be held to the requirements current at re-entrance.

# **SAINT JOSEPH'S**

## **A FOUR YEAR GENERAL COLLEGE**

### **Accredited by:**

National Council for Accreditation of Teacher Education.

North Central Association of Colleges and Secondary Schools.

State of Indiana Department of Public Instruction for the training of elementary and secondary teachers.

### **Affiliated with:**

Gulf Coast Research Laboratory,  
Ocean Springs, Mississippi

### **With membership in:**

American Association of University Women

American Council on Education

Associated Colleges of Indiana

Association for General and Liberal Studies

Association of American Colleges for Teacher Education

Catholic Library Association

College Entrance Examination Board

Council for the Advancement of Small Colleges

Independent Colleges and Universities of Indiana

Indiana Academy of Social Sciences

Indiana Conference of Higher Education

Indiana Consortium for International Programs

Institute of International Education

National Association of Independent Colleges and Universities

National Catholic Education Association

National Commission on Accreditation

Northwest Indiana Consortium

**SAINT JOSEPH'S COLLEGE ADMITS STUDENTS  
OF ANY RACE, COLOR, AND NATIONAL OR  
ETHNIC ORIGIN.**

**SAINT JOSEPH'S COLLEGE IS AN  
EQUAL OPPORTUNITY AND  
AFFIRMATIVE ACTION EMPLOYER.**



# COLLEGE CALENDAR

1977-78

## FALL SEMESTER

Aug 25 Thurs	Freshmen and new students enroll
Aug 26 Fri	Freshman counselling and registration
Aug 27 Sat	Freshman registration
Aug 28 Sun	Enrollment and registration of re-entering students
Aug 29 Mon	Classes begin at 8:00 A.M.
Sept 5 Mon	Labor Day. No classes
Sept 7 Wed	Limit for change in class schedule
	Last day to register Independent Study projects for the first semester
Sept 16 Fri	Limit for applying for credit by examination
Oct 10 Mon	No classes
Oct 14 Fri	All mid-term grades due
Oct 28 Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Nov 21-27 Mon-Sun	Thanksgiving recess
Nov 28 Mon	Classes resume
Dec 16 Fri	Last day of Fall Semester

## WINTER SEMESTER

Jan 3 Tues	New Students enroll; registration for returning and re-entering students
Jan 4 Wed	Classes begin at 8:00 A.M.
Jan 11 Wed	Limit for change in class schedule
	Last day to register Independent Study projects for the second semester
Jan 20 Fri	Deadline for removal of I grades (first semester)
Jan 27 Fri	Limit for applying for credit by examination
Feb 13 Mon	Founder's Day — No Classes
Feb 24 Fri	All mid-term grades due
Mar 10 Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Mar 18-27 Sat-Mon	Easter break
Mar 28 Tues	Classes resume
Apr 4 Tues	Academic Awards Dinner
Apr 28 Fri	Last day of Winter Semester

## SPRING SESSION

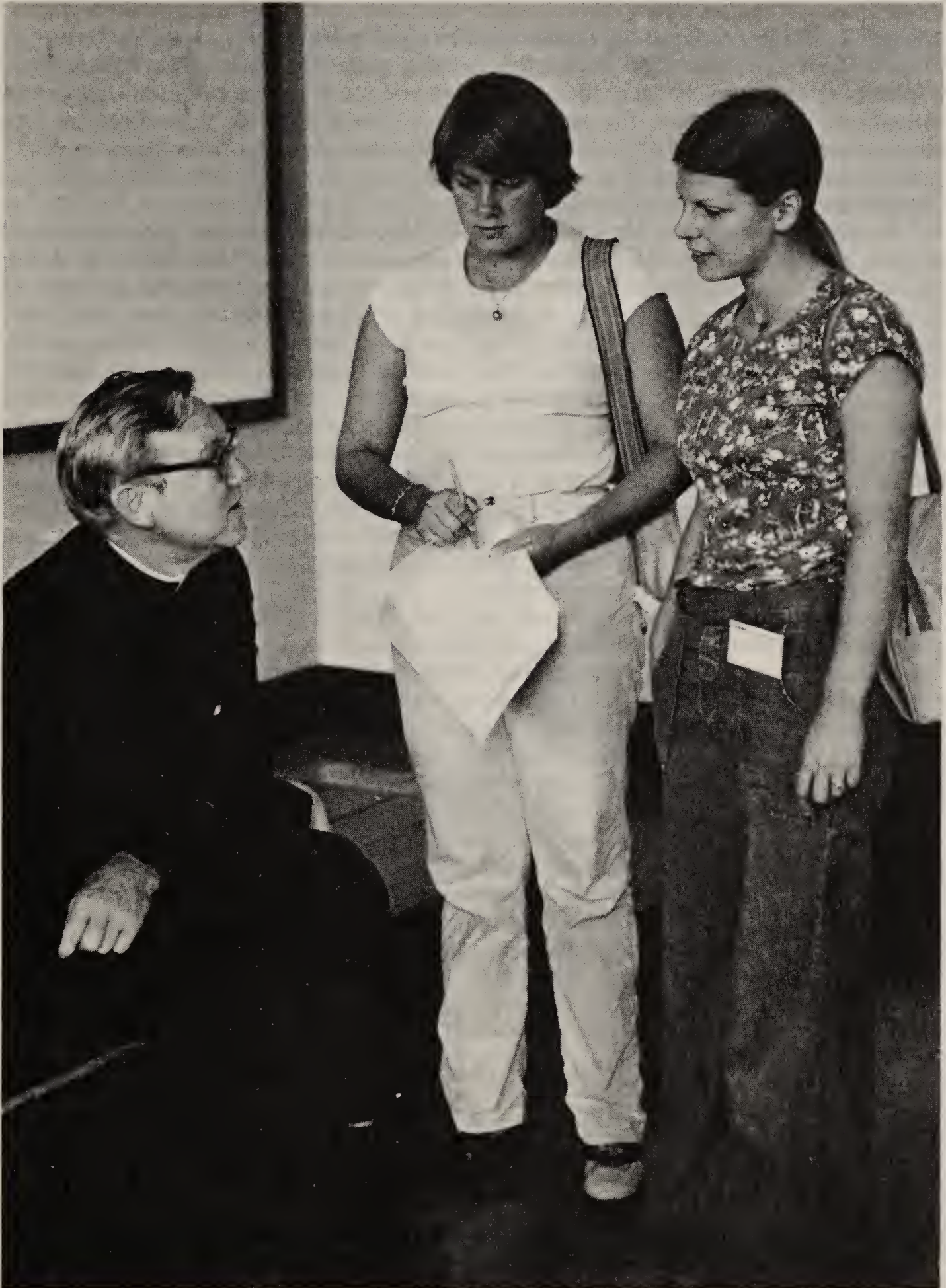
May 7 Sun	Enrollment and registration
May 8 Mon	Classes begin
May 29 Mon	Memorial Day: Federal Holiday. No classes
	Last day for class withdrawal
	Deadline for removal of I grades (second semester)
June 9 Fri	Last day Spring Session
June 18 Sun	Graduation



**SUMMER SESSION**

June 25 Sun  
June 26 Mon  
July 3 Mon  
July 21 Fri  
July 28 Fri

Enrollment and registration  
Classes begin at 7:45 A.M.  
Independence Day: Federal Holiday. No classes  
Last day for class withdrawal  
Last day of Summer Session





## AIMS AND PURPOSES

Saint Joseph's College is an independent institution of higher learning dedicated to being a community of scholars — teachers and students — working in mutual association under the leadership and direction of its teachers, towards the spread, preservation, clarification, discovery and defense of truth. Whether the truths of the sciences, arts and skills be viewed as revealed or acquired, as speculative or practical, as moral or artistic, the dedication to these truths and the search for them is the primary purpose of Saint Joseph's. The academic and the general policies and procedures of the college as well as the relationship of Saint Joseph's to its public are conceived and carried out in terms of this basic purpose.

At the same time, Saint Joseph's college also recognizes that it exists in the larger context of society, and that its faculty and students have definite relations and obligations to the family, the state and the Catholic Church, as well as to various other societies representing industry, business, labor, health and recreation. For this reason, the College adopts as its own those aims toward which the family, state, Church and other societies are directed.

Foremost among the aims which the College actively provides for and promotes is that goodness of personal, family, social and religious life made possible by practice of the theological and moral virtues. In this respect, the College again maintains that both faculty and students can understand better what they must be and what they must do in the city of man so as to maintain their sublime end in the city of God; by means of fulfilling their calling in life as witnesses to truth.

The College adopts and proposes to its faculty and students other worthy aims which are required and helpful to them in seeking and in striving for goodness of life. Among these are the need for observing social justice as well as of pursuing individual rights, the importance of fulfilling one's vocation in life, and the need of discipline, of recreation and of mental and physical health. But it is the belief of Saint Joseph's College that no matter how worthwhile these aims are, they can be more surely achieved to the extent that teacher and student are dedicated to their proper purpose — truth.

Moreover, the College believes in truth for our age and times. It places its emphasis on the truths of the sciences, arts and skills with which it is concerned and chooses its curriculum in terms of the problems, questions and needs of the time in which it lives. Saint Joseph's College is convinced that any and all of the truths which it considers — whatever they may be — are to be sought for their own sake primarily; for it is only in this way that they lead to goodness of life, further the good of family, state and Church, and be of value to industry, business and all human endeavors.

The primary consideration and concern of the College is for the academic community of teachers and students, to whom it offers a permanent vocation as witness to truth. The library, the counseling of students, the social, recreational and physical facilities, the classrooms and laboratories — all are viewed as means and as conditions contributing towards its main purpose — truth.

## COLLEGE HISTORY

In 1868, a frame dwelling was erected a mile south of Rensselaer as a home for thirty-five orphans. The home was closed in 1887. Two years later, The Most Reverend Joseph Dwenger, bishop of Fort Wayne, offered the vacant orphan home and land to Father Henry Drees, then Provincial of the Society of the Precious Blood, with the stipulation that a college be founded there. During the same year, 1889, Saint Joseph's College was incorporated under the laws of the state of Indiana with the right to grant scholastic degrees.

The educational program in the early years was on two distinct levels, the high school and the junior college. The aim was to prepare students for professional schools and seminaries, for teaching and for immediate entry into business. The new college passed its first major milestone June 16, 1896, when it presented diplomas to twelve students, its first class of graduates.

The original aims of Saint Joseph's changed little up to 1925. At that time the college was converted into a minor seminary and for a period of six years admitted only students preparing for the priesthood. The status of academy and junior college was re-established in 1931, and plans for the expansion of the school were formulated. Saint Joseph's began to operate as a senior college in 1936, and in June 1938, its first four-year class was graduated.

In the next three decades, Saint Joseph's grew from a school of few buildings to a contemporary college. The expansion was carefully designed to utilize the one hundred and thirty acre campus to serve the educational needs of Saint Joseph's students.

In 1951, in response to the need for a Catholic college in the Calumet Region of northwest Indiana, the College began an extension program in East Chicago. This program developed to the point that in 1963 it was granted the status of a campus, known as Saint Joseph's College Calumet Campus and is now a separate institution known as Calumet College.

With an ever-present desire to improve its educational opportunities, Saint Joseph's has introduced campus and curriculum innovations which evidence its contemporary philosophy of education.

The campus Computer Center was completed in 1966 and offers students training and experience in both scientific and commercial data processing.

In 1968, the College ended its 79-year policy of admitting male students only. The change to a coeducational institution was made to widen the range of students contributing to the College's intellectual atmosphere and to create an air of better social and academic involvement on campus. Saint Joseph's offers a wide spectrum of programs and courses for coed students, who have responded by enrolling in all academic areas of the College.

The introduction of the Core Curriculum program in the fall of 1969 shifted the direction of general education courses from that of a series of separate courses to an interdisciplinary approach. This combined the previous courses into a program examining issues of history, philosophy, theology, literature and other subjects within a historical framework. The interrelated nature of all subject material in the Core Curriculum allows the student to have an overview which permits deeper understanding and clearer insights.

Improving and expanding the quality of academic offerings is a continuing process at Saint Joseph's. The Honorable Charles A. Halleck, former Congressman and House minority leader, holds the post of Distinguished Lecturer in History and has contributed generously of the knowledge gained from his years on Capitol Hill. The list of major programs of study has grown to 31.

Course-offerings, physical facilities, faculty members and students are all part of a heritage which is constantly growing and improving as Saint Joseph's continues to face successfully the fast-paced challenges and rewards of contemporary American education.



## **CAMPUS**

### **XAVIER HALL**

Dedicated to Saint Francis Xavier, patron of the Society of the Precious Blood, Xavier Hall was built in 1940. Since the loss of the old Administration Building it has housed the offices of the President, Business Office, Academic Dean, Admissions, Development, Registrar and Financial Aids.

### **SAINT JOSEPH'S CHAPEL**

This attractive Romanesque brick and stone Chapel has served the college since 1910, and its stately twin bell towers have become synonymous with the college itself.

### **SCIENCE BUILDING**

The two wings of this building, completed in 1936, house science laboratories, the Music Department, the school library, the college auditorium and classrooms. The north-south wing includes Music Department offices and rehearsal rooms, the College's 400-seat auditorium, and the school's 181,000 volume library. The building's east-west wing contains physics, chemistry, biology and geology laboratories in addition to many of the college classrooms.

### **PUBLICATIONS BUILDING**

Originally serving as the editorial offices of various College publications, this building now holds the campus Post Office and offices of the Computer Center, television studio, Guidance, Placement and WOWI, the College's student radio station.

### **HALLECK CENTER**

Halleck Student Center, named after Charles A. Halleck, former Congressman from Indiana and a long-time member of Saint Joseph's Board of Trustees, serves as the college student union building. The Center houses the student dining room, the College bookstore, student lounges, the Raleigh Room Grill, meeting rooms, the office of the Personnel Dean, the Director of Public Information, student publication staffs and the Student Association.

### **DWENGER HALL**

Erected in 1907 and named for the second bishop of the Diocese of Fort Wayne, it serves as the College infirmary and dispensary.

### **ALUMNI MEMORIAL FIELDHOUSE**

The Fieldhouse seats 2000 spectators and provides locker rooms for over 500 participants in the school intramural sports programs. Besides serving as the site for Puma basketball games, the Fieldhouse is also the scene for concerts sponsored by the student association during the school year.

### **RALEIGH HALL**

This building holds weight-lifting equipment, wrestling mats, and other athletic facilities and is open for use by all students. It also houses the art studio.

### **THE GROTTTO**

A college student (Faustin Bernard Ersing) inspired the original Lourdes Grotto in 1898. In 1931 it was greatly enlarged and included the interior shrine containing the Carrara marble statue of Christ in Gethsemane. The stations of the cross in the grove together with the large boulder with a bronze plaque containing St. Bernard's "Memorare" were erected in 1951 in memory of the parents of Father John Baechle, C.P.P.S., former professor at Saint Joseph's College.

## **THE REFLECTING POND**

A part of Saint Joseph's since the College's earliest days, the Reflecting Pond borders the Chapel at the College's main entrance. The scenic pond and fountain are picturesque sights to Collegeville students and visitors.

# **COLLEGE HOUSING**

## **AQUINAS HALL**

Opened in the fall of 1959, this three-story hall houses 30 students and is named for St. Thomas Aquinas, patron saint of Catholic education.

## **BENNETT HALL**

Named for the Most Reverend John G. Bennett, first Bishop of Lafayette, an alumnus and generous patron of the College, this hall houses 98 students and was dedicated in the spring of 1955.

## **DREXEL HALL**

This, the oldest building of the college was originally, 1888-1896, an independent Indian boarding school. In 1937 it was remodelled into the first hall to provide semi-private rooms for the college students and called Drexel Hall in honor of its Fountress, Mother Catherine Drexel. It was dedicated as an historical site by the Indiana Historical Society on October 5, 1971. It accommodates 85 students.

## **GASPAR HALL**

This, now the second oldest college building was originally called the Minim Building in 1897 when it housed 7th and 8th grades. From 1905 to 1940 it served as a residence for the C.P.P.S. faculty. Thereafter it was converted into a college dorm and given the name of Gaspar in honor of St. Gaspar del Bufalo, founder of the Society of the Precious Blood, which founded the college. Since the Administration Building fire of 1973 it has housed the faculty offices.

## **GALLAGHER HALL**

Named after Robert A. Gallagher, first chairman of Saint Joseph's Board of Trustees and a generous patron of the college, this hall was dedicated in 1958 and houses 125 students.

## **HALAS HALL**

Dedicated in the fall of 1958, this hall is named for George S. Halas, member of the College Board of Trustees, generous patron of the College and owner of the Chicago Bears, who for years held summer training sessions at Saint Joseph's. It holds 125 students.

## **MERLINI HALL**

Merlini Hall accommodates 76 students, was dedicated in 1940, and is named after the Venerable John Merlini, the third Moderator-General of the Society of the Precious Blood.

## **NOLL HALL**

Dedicated in the spring of 1955 and housing 98 students, this building is named after the Most Reverend John F. Noll, Bishop of Fort Wayne, an alumnus and generous patron of the College.



### **JUSTIN HALL**

250 of Saint Joseph's coeds are housed in this three-story, air-conditioned facility. Named after the late Justin H. Oppenheim, member of the College Board of Directors, an alumnus and generous patron, this hall provides two comfortable lounges which join the building's two wings.

### **SCHWIETERMAN HALL**

Dedicated in May, 1963, this building serves as the residence for priests, brothers and major seminarians of the Society of the Precious Blood. The Y-shaped structure is adjacent to the Chapel and Xavier Hall.

### **SEIFERT HALL**

The two wings of this building hold 70 students each and is named for Saint Joseph's first president, the Very Reverend Augustine Seifert, C.P.P.S.





# ADMISSION AND FINANCES

## ADMISSION

All correspondence relating to admission should be addressed to the Director of Admissions, Saint Joseph's College, Rensselaer, Indiana 47978. Application for admission should be filed as early as possible and all credentials should be in the hands of the College at least three weeks before the opening of the school term. Application forms will be sent upon request. All credentials submitted as part of the admission procedure become the property of the College.

## CAMPUS VISITS

All applicants are encouraged to visit the college and a planned tour will be given to any persons interested in seeing Saint Joseph's. Please call or write prior to your arrival if you wish to talk to a counselor and have a tour.

## GENERAL REQUIREMENTS

Whether or not the student meets the entrance requirements will be determined on the basis of the information contained in the high school record. It is understood that these minimum requirements do not necessarily guarantee an applicant admittance. From among the applicants who meet the entrance requirements, the College reserves the right to select those best qualified to succeed at Saint Joseph's. Therefore, the approval or rejection of an application may, in some cases, be deferred until later in the admission period.

All applicants shall comply with the following requirements:

1. Application form filled out completely by applicant.
2. \$10 application fee submitted with application for admission.
3. Official transcript of credits from all high schools and colleges previously attended, mailed directly from the schools to the Director of Admissions.
4. Evidence of good health and proper immunization provided on an official medical certificate form supplied by the College after an application has been approved and housing deposit submitted.
5. Notification of acceptance from the Director of Admissions. Final action in each case is based upon satisfactory evidence of scholastic ability of the applicant.

## ADMISSION TO FRESHMAN STANDING

Candidates for freshman standing will be selected from applicants who present the following academic credentials:

1. Certificate of graduation from an approved high school. Graduates from other high schools may be accepted conditionally; full standing will be dependent upon subsequent work.
2. Minimum of fifteen units, ten of which must be from the following academic fields: English, foreign language, social studies, mathematics, and natural sciences. It is not necessary that all of these fields be represented in the ten units. The term *unit* expresses a measure of academic credit, representing a subject carried through no fewer than thirty-two weeks with five class meetings a week or the equivalent.
3. Every applicant is required to take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Examination (ACT) and have the scores sent to Saint Joseph's College. Students wishing to make application to take the test should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or P.O. Box 27896, Los Angeles, California for the SAT, or to the American College Testing Board, P.O. Box 168, Iowa City, Iowa 52240 for the ACT.

4. Every applicant must have a minimum C average in academic high school work.

### **ADMISSION OF SPECIAL STUDENTS**

Students who wish to pursue particular studies without being candidates for a degree may be admitted as special students, if it seems that they can profit from such work. Work done by special students will not be counted toward a degree until all entrance requirements have been fulfilled.

### **EARLY ADMISSION**

Exceptionally well-qualified students who have not graduated from high school, but who have completed at least their junior year, may be admitted to freshman standing. Their eligibility for admission will be determined on the basis of high school courses and grades, objective tests and the recommendation of the high school principal or counselor. A letter from the Principal stating that a high school diploma will be awarded upon completion of a stated number of semester hours must be received by the Admissions Director before a final decision will be made.

### **ADMISSION OF TRANSFER STUDENTS**

Students transferring from other institutions whose curricula are substantially the same as those of Saint Joseph's may be admitted with advanced standing. These students must:

1. Meet the general entrance requirements.
2. Be eligible to continue in the institution from which transfer is being made.
3. Be entitled to honorable separation from the institution last attended.
4. Present a minimum 2.00 (C) cumulative index for all completed work.

No credit will be allowed for work which is not declared prior to admission.

### **ADMISSION OF VETERANS**

The College has an open admission policy for all veterans. Any veteran with a high school diploma or the general educational development certificate (GED) will be admitted to freshman standing.

The special admissions status which applies to veterans also extends to the wives of those veterans killed in action.



EXPENSES AND FEES 1977—78

TUITION

Tuition for one semester (full time — 12 to 16 hours)	\$1,185.00
\$80.00 per credit hour up to 11 hours.	
This entitles the student to:	
1. Academic instruction and advisory direction.	
2. Ordinary medical care in the Health Service.	
3. Subscription to campus publications.	
4. Admission to all student activities.	
5. Use of athletic facilities.	
Members of the same family attending full time simultaneously are charged the following tuition rates:	
Two members (12 ½% reduction each)	\$1,032.00
Three members (16 2/3% reduction each)	\$983.00
Four members (25% reduction each)	\$885.00

BOARD

Board for one semester	\$440.00
This entitles the student to three meals a day, six days a week, Sunday brunch and dinner, except during scheduled vacation periods.	

ROOM

Room for one semester	\$225.00
-----------------------	----------

SPECIAL FEES

Application Fee (paid at initial entrance)	\$ 10.00
Registration Deposit (applicable to tuition and paid by all returning students. Payment is to be made at the time of registration but not later than June 25 for the first semester, non-refundable)	\$ 25.00
Student Association Fee (paid each semester)*	\$ 20.00
Day students pay \$2.00 base plus \$1.20 per credit hour up to \$20.00	
Student Center Fee (paid each semester)*	\$ 25.00
*Day students pay \$2.50 base plus \$1.50 per credit hour up to \$25.00	
Student Identification Card (paid once a year)	\$ 3.50
Room Key Deposit (paid once a year and refunded)	\$ 1.00
Room and Damage Deposit (paid once by all resident students and refunded to seniors soon after graduation; if a student withdraws or is dismissed the money will be refunded one month after the semester following the student's departure, if there are no damage charges)	\$ 50.00
Graduation Fee (paid once — senior year)	\$ 35.00

CONDITIONAL FEES

Late Registration	\$ 10.00
Tuition per credit hour above 16	\$ 80.00
Laboratory Fee for science courses	\$7.50 to \$ 15.00
Music Lesson: Lesson per week per semester	\$ 50.00

\*All prices subject to change without notice.



Student Teaching (Advanced Education students)	\$ 20.00
Credit by Examination	
Full time students (per credit hour)	\$ 25.00
Special spring session, and summer session students (per credit hours)	\$ 80.00
Course Change	\$ 5.00
Infirmary, each day	\$ 7.50
Car Registration (paid once a year)	\$ 10.00
Transcript of Credits	Students \$.50 — Graduates \$ 1.50





## FINANCIAL REGULATIONS

Upon acceptance by the admissions official, each prospective student is required to make a \$100.00 deposit (refundable up to April 30th). Upon enrollment, the \$100.00 is deducted from semester expenses. In addition all new resident students pay a \$50.00 room and damage deposit (refundable if there are no room damage charges). All fees are to be paid by August 15th for the first semester, and by pre-registration time for the second semester. Each month a 1% service charge will be levied on all unpaid balances. The service charge is computed by a "PERIODIC RATE" of 1% per month which is an ANNUAL PERCENTAGE RATE of 12% applied to the previous balance.

No student will be allowed to register for any subsequent term if there are any unpaid balances on the student's account. Degrees, transcripts, and letters of honorable separation are withheld from those who have not settled their financial obligations to the College including, if any, all collection fees, attorney's fees, and court costs.

If final payment is by personal check at least two weeks must be allowed for clearance of the check.

Remittance should be made payable to Saint Joseph's College by bank draft, personal check, or postal money order through the Rensselaer Post Office, and mailed to Vice President for Business Affairs, Saint Joseph's College, Rensselaer, Indiana 47978.

### REFUND POLICY

Refund or room cost will not be made except for the following reasons: (a) dismissal from school for academic reasons; (b) leaving school for health reasons confirmed by the college health center. Under these circumstances, the room cost will be assessed at \$2.50 per day. The charge per day for board is \$3.75, no refund allowance made for incidental absences. Student Association fee is non-refundable. The Student Center fee is refunded on the same basis as tuition. Tuition charges will be assessed on the following percentage basis: One day to two weeks, 20%; between two and three weeks; 40%; between three and four weeks, 60%; between four and five weeks, 80%; over five weeks, 100%. Tuition, room and board, and all other charges for the spring and summer sessions are published separately in bulletins announcing these sessions. Refunds for these sessions are made on the basis of the proportional length of these sessions to a regular semester.

### OPTIONAL PAYMENT PLAN

*The Insured Tuition Payment Plan* offers a provision that divides the complete educational expense into monthly installments and insures the parent, paying benefits both in case of death or total and permanent disability. Write: Insured Tuition Payment Plan, 53 Beacon Street, Boston, Mass. 02108.

For those who prefer to pay their expenses on a monthly basis, the services of *The Tuition Plan, Inc.*, may be utilized. This is a comprehensive program covering from one to four years of schooling. Information concerning this service may be obtained by writing The Tuition Plan, Inc., 575 Madison Ave., New York 10022.

Detailed information can be obtained by writing to any of the above.

## FINANCIAL AID

The College adopts as its own the philosophy that the primary responsibility for financing a college education rests upon the student's family. Financial aid from college and other sources is viewed only as supplementary to the effort of the family. Students requesting financial aid are also expected to contribute toward their own educational expenses, through summer or school term earnings or loans in any reasonable combination. The College is prepared to assist the student through academic scholarships, grants, loans and employment.

### APPLICATION FOR AID

All necessary financial aid application forms can be obtained from the Office of Admissions.

### SCHOLASTIC APTITUDE TEST

All candidates for financial aid must take the Scholastic Aptitude Test (morning test of the College Entrance Examination Board) or the ACT tests (The American College Testing Program). Complete information can be obtained from high school counselors.

### COLLEGE SCHOLARSHIP SERVICE

Saint Joseph's College participates in the College Scholarship Service. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists Saint Joseph's College in determining the student's need for financial assistance but does not itself give financial aid. Recommendations from CSS help the College to allocate its resources fairly.

### PARENTS' CONFIDENTIAL STATEMENT

Parents of students seeking financial aid are required to submit the PCS for the College Scholarship Service where it is processed and evaluated. Saint Joseph's College should be designated as one of the recipients of the Financial Need Analysis Report. The CSS will, at the parents' request, send the financial analysis and recommendations to Saint Joseph's. The Financial Need Analysis Report must be in the Office of the Director of Student Financial Aids by April 1. The PCS form can be obtained from the high school counselor, or from the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540, or P.O. Box 1025, Berkeley, California 94701. The ACT financial aid analysis program is also acceptable.

### ACADEMIC SCHOLARSHIPS

Saint Joseph's College annually offers scholarships to worthy and needy students. The scholarships are awarded on the basis of academic achievement and promise, as determined by the student's high school record, in conjunction with SAT scores. Normally those students seeking academic scholarships range in the upper quarter of their class in rank and have SAT scores of 1000 or higher.

The amount of the scholarship award is based on the student's financial need determined by the Financial Aids Committee in cooperation with the College Scholarship Service. For this aid the Parents' Confidential Statement is required.

Recommendations from the CSS are made to the College about three or four weeks after the parents have forwarded their statement to the CSS.

The first scholarship is granted for the freshman year. It is thereafter renewable every semester which the student spends at Saint Joseph's College until graduation, provided that in the previous semester at least a B average has been maintained and the need continues. If a student loses a scholarship it can be reinstated only by special action of the Committee on Student Financial Aids, which will normally expect at least a cumulative average of B.



## TRUSTEE SCHOLARSHIPS

While financial aid, including academic scholarships, is normally related to need, an exception is made in favor of those exceptionally qualified, to whom a partial tuition scholarship is extended independently of need. Those who are in the top ten percent of their high school class and have College Board Scores (SAT) of 1100 or more are eligible for a one half tuition scholarship. Those who are in the top fifteen percent of their high school class and have SAT scores of 1000 are eligible for a one fourth tuition scholarship.

The scholarship is for the freshman year and is renewable each semester thereafter. That portion, if any, which is based on need is renewable if the need continues and the student maintains a 3.00 index. That portion which is not based on need is renewable if the student maintains a 3.50 index.

## ENDOWED SCHOLARSHIPS

The farm lands of the College are the permanent endowment of the institution. The net income from these lands, including the mineral deposits, have been set aside as endowments over the years to provide memorial scholarships. The income from these gifts is awarded by the Financial Aids Committee each year. These endowed scholarships are:

The Father Seifert Scholarship. Income from mineral deposits.

The Saint Elizabeth Foundation. A fund established by Mrs. Elizabeth Mullen. Interest on \$5,000 is awarded to a pre-theology student.

The Monsignor Moore Scholarship. Interest on \$7,000 is awarded to a pre-theology student.

The Michael and Mary Brisch Scholarship. Interest on \$5,000 is awarded to a pre-theology student.

The Monsignor O'Keefe Scholarship. Interest on \$7,000 is awarded.

The Christopher Jones Memorial Scholarship. The fund has been established by his grandparents, Irene and Arthur L. Hellyer, with the income awarded to a needy student for the priesthood.

The Schumacher Family Scholarship. The interest on \$18,000 is awarded.

The John W. Sweeterman Scholarship. The income is from an endowment, gifted to the College in 1970.

The James Thordsen Scholarship. Named in honor of James Thordsen, a former student athlete. To be awarded preferably to a Puerto Rican student.

## SPECIAL SCHOLARSHIPS

Special scholarship funds have been established on occasion that are not part of the permanent endowment but are awarded by presidential or donor designation. These are: The Frank Callahan Scholarship, The Central Newspapers Foundation Scholarship, The Cummins Engine Scholarship, The Indiana Spring Scholarship, The Cyril Knue and Fr. Cyril Kennedy Scholarship, The James McCahey Scholarship, The Bishop Leo A. Pursley Scholarship, The Trustees Scholarship and The State Bank of Rensselaer Scholarship.

## SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Supplemental Educational Opportunity Grants are available from the federal government through the College to a limited number of students with exceptional financial need who require these grants to attend college.

Eligible students who are accepted for enrollment or who are currently enrolled in good standing, may receive Supplemental Educational Opportunity Grants for each year of their higher education. Grants range from \$200 to \$1500 a year, but the total may not exceed \$4000 for a four year course of study. If a student's course of study calls for five years (e.g. the 3-2 engineering program) the total may be raised to \$5000. Applicants should follow the same procedure as outlined for academic scholarships.



## **COLLEGE WORK-STUDY PROGRAM**

Students who need a job to help pay for college expenses are potentially eligible for employment by the college under federally-supported Work-Study programs. Eighty percent of the money is furnished by the federal government and twenty percent by the College. The maximum students may work under this program is 40 hours a week, though during school time it normally is limited to 15 hours a week.

## **OTHER STUDENT EMPLOYMENT**

In addition to the College Work-Study program there is a limited number of other jobs. The student should bear in mind that employment should not detract from academic needs. The working time is normally limited to 15 hours a week.

On campus there are calls for clerical and laboratory assistants, but most openings for employment are for maintenance and dining hall positions.

Application for campus employment should be filed after one is on campus and enrolled. Resident students may not accept employment off campus or engage in any business enterprises during the school year without permission of the Personnel Dean.

## **VETERANS' ASSISTANCE**

Saint Joseph's College is officially approved as a school for veterans of military service and for eligible children of deceased or disabled veterans.

## **VOCATIONAL REHABILITATION**

Under the provision of Public Law 565, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for the determination of these grants.

## **MUSIC GRANTS**

The College annually awards music grants to musically-talented students who participate in the major ensembles and are in need of financial aid. The grants are limited to \$200.00 per year. Applicants for these grants must submit the Music Form.

## **STATE SCHOLARSHIP AND GRANT PROGRAMS**

The State of Indiana operates a scholarship program and a grant program for students from Indiana who attend an Indiana college. The scholarship program is competitive in nature, with monetary awards ranging from \$100 to \$1400, limited to need, and not exceeding tuition and regularly assessed fees. The Educational Grants are awarded on the basis of demonstrated financial need and are intended for students whose families are least able to provide for the costs of higher education. Awards range from \$100 to \$1400, not exceeding tuition and regularly assessed fees. Both the scholarships and grants are renewable for three years after the first year of award.

In addition, the State also operates a Freedom of Choice program for Indiana residents attending a privately operated college in Indiana. These grants provide the difference between a student's monetary State Scholarship or Educational Grant and the tuition and fees at the institution attended or demonstrated financial need, whichever is less. To be eligible one must have already received the maximum of \$1400 on either the Scholarship or the Educational Grant program. A number of other States also operate similar programs, but only a few allow the scholarship or grant to be taken out of the State. Students should inquire about this in their particular State.

## **BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM (BEOG)**

The federal government also operates a grant program for college students based solely on need. Students may receive as much as \$1400 a year. Application blanks are available in the high school and colleges and many other public places.



## **NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL)**

The College participates in the National Direct Student Loan Program. Ninety percent of the money is provided by the federal government, and ten percent by the College. All loans are based on need.

A student may borrow up to \$2500 for the first two years of College, and another \$2500 for the last two years. The repayment period and the interest do not begin until nine months after the student's studies are completed. The loans bear interest at the rate of three percent per year and repayment, a minimum of \$30.00 a month, may if necessary extend over a period of ten years.

If the student subsequently serves as a full-time staff member in a preschool program (Head Start), the principal amount of the loan will be reduced at the rate of 15 percent of the principal plus interest for each year of service. Similar provisions are made for those teaching in areas with a high concentration of low income families. Repayment may be deferred for a three-year period while the borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred, too, for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic load.

## **GUARANTEED LOANS**

Under this program a student may borrow from a bank or other financial institution a maximum of \$2500 a year, the total for undergraduate students not exceeding \$7500. For those whose adjusted family income is below \$25,000, the government pays the interest while the student is in school. Repayment begins nine months after the student is through school. The annual rate of interest is 7%.

## **ATHLETIC GRANTS**

Athletic Grants are awarded to qualified athletes. Presently, the College awards grants in basketball. Grants in football are on a need basis only.

## ACADEMIC POLICIES

### ENROLLMENT

All students are expected to report to the campus on the date officially designated in the College calendar. No new student will be admitted unless official notice of acceptance from the Director of Admissions has been received.

Students are enrolled as regular when they meet all entrance requirements and have been approved for a course of studies leading to the bachelor's degree; as special if the student is not at present working toward a degree. Students may be registered as either full-time or part-time students. A full-time student is one who is carrying a minimum of twelve semester hours of college credit, or who is registered for class work totaling at least fifteen periods per week.

### LATE ENROLLMENT

Students failing to enroll or to pay fees and tuition on enrollment day as designated in the catalog must pay a late enrollment fee.

### REGISTRATION

No student will receive credit for any subject taken in a class for which he or she has not been duly registered. After a student's class schedule has been approved, changes in courses or class sections must, in each instance, be approved and properly recorded with the Registrar.

### CREDITS

The unit of academic credit is the semester hour. In courses other than Core, it represents the work of a semester course which meets once weekly for a fifty-minute period requiring approximately two periods of preparation. A class which meets twice weekly carries two hours of credit; three times weekly, three credits. One laboratory period (two to four hours) is the equivalent of one class meeting. The passing grade required before a student can receive credit is D.

### CREDIT BY EXAMINATION

Any regularly-enrolled student of Saint Joseph's College, in good academic standing, may receive credit for any course in which he or she gives evidence of normal achievement by passing an examination in the subject matter of the course. All grades will be recorded, and credit will be granted for any passing grade. (See restrictions listed below under "Eligibility".)

1. Schedule of Tests: (a) at the beginning of the first semester; (b) the first semester final week; application must be made before October, (c) the second semester final week; application must be made before February.

2. Application to take credit-by-examination is made at the Office of the Vice President for Academic Affairs. The fee for each test is \$25.00 per credit hour. For special students, spring session and summer session students, the regular hourly tuition rates will apply for credit attempted via the credit by examination option.

3. Eligibility. Students may not receive credit by examination (a) in courses for which they are currently enrolled for credit, or have, at some time, enrolled for credit or audit; (b) in courses involving laboratory experience or practice; (c) in Core courses; or (d) in introductory foreign language courses for which a student shows high school credit; (e) applied music. (In programs requiring two years of foreign language, the requirement is fulfilled by advanced placement plus the completion of the sophomore year of the language course.)

4. Recording of tests. A record shall be kept in the student's folder of all tests taken with the intention of receiving credit by examination. Every grade, both



passing and failing, will be entered in one's permanent scholastic record and designated as Credit by Examination.

5. The tests shall be tests of the type given in the course for which the student is seeking credit. Such tests shall be made out, scored, graded and administered by an instructor appointed by the Vice President for Academic Affairs.

### **TELEVISION CREDIT**

Students enrolled at Saint Joseph's College may receive credit for television courses: (a) on a transfer basis from any recognized college granting such credit; (b) from television courses conducted under campus supervision.

### **CLEP**

Credit is available upon successful completion of the College Level Examination Program (CLEP). A score at the four-year college mean or higher on the sophomore norm group is required for credit.

### **AUDITING COURSES**

Auditing a course means attending class without obligation with respect to regularity of attendance, outside class work, or examinations. Students register for audit courses in the same manner as for credit courses. The total number of credit and audit hours combined for which a student registers may never exceed twenty-one a semester. Audited courses are recorded in the Registrar's Office but do not form a part of the student's permanent scholastic record. For full-time students the fee for auditing a course is \$5.00 for each semester hour in excess of sixteen hours of credit and audit work combined. For part-time students the fee is \$15.00 a semester hour.

### **CLASS SCHEDULE**

A "Schedule of Classes" is published for each semester, showing the courses that are offered, the time of meetings, the room numbers, and the instructors. The College reserves the right to withdraw an announced course for which fewer than five students register. It also reserves the right to assign students to class sections and to limit the number of students who may elect a course in case the class becomes overcrowded or is of such a nature that limited enrollment is required.

Faculty counselors assist students in planning their programs of study. In all cases it is advisable that the student select a major by the end of the sophomore year and consult the faculty counselor regarding the pattern of courses for the major and minor sequences and the appropriate electives. A student's semester schedule of classes will not be considered final until it has been approved and filed in the Office of the Registrar.

### **CHANGE OF SCHEDULE AND CANCELLATION OF COURSES**

During the first week of classes in each semester a student may, with consent of the Registrar, change a schedule by adding or cancelling courses. Courses cancelled during this period do not appear on one's permanent record.

### **CLASS LOAD**

The normal amount of work for which a student registers in one semester is fifteen or sixteen hours. To be classified as a full-time student one must register for a minimum of twelve semester hours, or for class work totaling at least fifteen periods per week. Permission to register for a course in excess of eighteen hours must be obtained from the Vice President for Academic Affairs; the basis for such permission shall be the student's ability as evidenced by previous college work. The regular hourly tuition cost will be charged for each credit hour in excess of sixteen.

**CLASS ATTENDANCE**

All students are required to attend all lectures, laboratory exercises, and scheduled examinations.

For sophomores, juniors and seniors, class attendance is the student's responsibility. Freshmen and students enrolled in freshman courses are required to attend all class meetings.

The total number of absences tolerated in a freshman course is not to exceed the number of times that course meets each week. If the absences exceed the number tolerated in a course, the reason for the additional absence must be approved by the Vice President for Academic Affairs; verification of this acceptance will be forwarded to the instructor within seven days after the student's return to class.

The following are the reasons for which official excuses are given:

- a) Such sickness of the student as incapacitates him or her for class attendance (so attested by the infirmarian or a physician).
- b) Death or serious illness in the student's immediate family.
- c) Attendance at the wedding of a brother or sister.
- d) Properly authorized engagement in the interests of the College.
- e) Properly authorized participation as a team member in intercollegiate competition.
- f) Official government summons beyond the control of the student.

Instructors, in individual instances, may exempt sophomores and upperclassmen from the attendance regulation in freshman-level courses. Furthermore, it is within their jurisdiction to handle the matter of excessive class absence at any level.

**WITHDRAWALS FROM COURSES**

After the limit for changes in class schedules, students may not withdraw from a course for which they are registered except with permission of the Registrar, after presenting written evidence of consultation with their professor and faculty advisor. Forms for this purpose can be obtained at the Office of the Registrar. Such withdrawals will be indicated on the student's record with letter "W." By discontinuing a course without an official withdrawal, the student automatically incurs an "F." No official withdrawals will be given later than two weeks beyond the date for mid-term grades. (See College Calendar).

**ACADEMIC CLASSIFICATION**

A student is classified as a freshman by meeting the entrance requirements; as a second semester freshman when twelve semester hours have been earned; as a sophomore when 28 hours have been earned; as a junior when 58 semester hours have been earned; and a senior when 92 semester hours have been earned. In addition, for purposes of probation and dismissal, a student is considered a second semester freshman after being a full time student for one semester, and a sophomore after two semesters as a full-time student, and a junior after four semesters.

**GRADING SYSTEM AND QUALITY POINTS**

Grades are given in letter symbols.

Grades	Meanings	Quality Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Acceptable but Poor	1
F	Failing	0



W	Withdrawal
I	Incomplete
Z	Non-Credit/ Audit
N	Non-Pass (no credit)
P	Pass (grade not included in index)

A grade of A represents greater accomplishment in a four-credit course than does the same grade in a two or three-credit course. In order that a student's degree of success on the basis of both factors (amount of work represented by courses, and the grades received) may be judged, use is made of the quality point. Quality points assigned to a grade multiplied by the credit allowed in a subject will give the total points accruing to the student for achievement in that subject.

**SCHOLASTIC INDEX**

The index expresses the ratio of a student's total quality points to total hours attempted. This ratio is found by dividing the sum of the student's quality points by the sum of the hours attempted. Thus, if total points equal total hours attempted, the index will be 1.00, indicating the maintaining of the general level of D.

**INCOMPLETE GRADE**

The incomplete grade is given when under unusual circumstances a final grade cannot be given. It is not to be used by either the student or the teacher as a way of indiscriminately extending the semester or other grading period, nor is it to be used at the mid-term grading period. A course in which the grade of I is received will not be considered in computing the index until the incomplete grade is removed. A service fee of \$10.00 is charged for removal of an I grade, except when in the judgment of the Registrar, the incurring of the I was beyond the student's control because of sickness, childbearing, or some extraordinary cause. If the I grade is not removed within five weeks after the close of the semester, a grade of F will be assigned.

**CHANGE OF GRADE**

No grades, once submitted to the Registrar's Office, can be changed, apart from the removal of I grades, except by written petition of the teacher to the Vice President for Academic Affairs.

**REPETITION OF COURSES**

If a student repeats a course which was previously passed, only the higher of the two grades received for the course is counted in computing the cumulative index. In courses with a grade of F repeated successfully the F will not be used in calculating the cumulative index.

**PASS/NOT PASS OPTION**

A student may count a maximum of 24 hours of credit towards graduation under the pass/not pass option. The pass/not pass option is limited to courses other than Core and those required in the major or minor fields. To receive a *pass* a student must achieve a C or better; below a C, the student will receive a *not pass*, which will be recorded on one's record as no credit. The student must decide within the time limit stated in the calendar whether he or she will take a course for a grade or take it under the pass/not pass option. Also, no student will be allowed to take credit by examination in a course under the pass/not pass option.

## GRADE REPORTS

Grade reports for all students are made to the Registrar once each semester. Reports are issued to parents and students after each grading period. Mid-semester grades are also sent to freshman students and their parents.

## DEAN'S LIST

Students with a semester index of 3.65 or higher and those with a cumulative index of 3.50 or higher are placed on the Dean's List, provided the student carries twelve hours excluding pass/not pass.

## GRADUATION WITH HONORS

Graduation with honors is conferred on the basis of a student's cumulative index through four years of 3.40 for the honor CUM LAUDE, of 3.60 for MAGNA CUM LAUDE, and of 3.80 for SUMMA CUM LAUDE.

## INDEPENDENT STUDY

This program provides the opportunity for a student, during regular semesters, to pursue special topics, reading programs or projects within existing departments apart from courses listed in the catalog. The credit and grade thus earned will be entered on the student's academic record and count toward graduation. The number of independent studies a student may enroll in is limited to four. The student registers for the independent study during the regular registration period and must present evidence of having secured the sponsorship of a faculty member.

## TRANSFER POLICY

Students wishing to transfer to Saint Joseph's College must be in good standing at the colleges from which they desire to transfer. Good standing signifies that the student is eligible to continue, to return, or to transfer elsewhere.

Transfer students or returning students wishing to transfer credits from non-accredited colleges — that is, institutions not accredited by a recognized national, regional, or state agency — may be admitted provisionally.

To validate credit from non-accredited institutions the student may

- a) utilize the credit by examination policy *or*
- b) maintain an index comparable to that achieved at the non-accredited institution for one academic year at Saint Joseph's College.

## WITHDRAWAL FROM THE COLLEGE

Any student (except a graduating senior) who is aware that he or she will not register for the following semester is required to inform the Registrar and the Dean of Students. Any student who withdraws during the semester must notify the Dean of Students and the Registrar. Any student who withdraws without proper notification will forfeit honorable separation. Students who discontinue either during or at the end of a semester without having settled their financial obligations to the College will be refused official transcript of credit until all accounts are paid.

## PROBATION AND DISMISSAL

In order to graduate, students must have a cumulative index of 2.00. While this index is not required at any point in the students' careers prior to graduation, they must nevertheless show a steady progress towards this goal. Thus it is required that students must maintain a cumulative index of 1.80 during the Freshman and Sophomore years, and a cumulative index of 1.90 during the Junior and Senior years. In any semester in which the required cumulative index is not reached, the student is placed on probation. If the proper index is not achieved by the end of the next semester, the student is dropped for poor scholarship. In individual cases, and only where special circumstances are involved, the students may appeal to the Academic Cabinet for continuation in the College. This appeal must be made in



writing to the Vice President for Academic Affairs within two days after receiving notification of this status. For purposes of computing the cumulative index, a spring or summer session is considered part of the students' previous semester.

Students dropped for poor scholarship may, after the lapse of a semester, apply for readmission. If their application is approved, they will be readmitted on probation and must maintain the scholastic index required by their classification. If dropped for poor scholarship a second time, they are not eligible for readmission.

## **SUMMER SESSIONS**

Saint Joseph's College offers an extensive, fully-accredited spring and summer program. In addition to departmental course offerings, the College's summer program includes a Church Music Program for both graduate and undergraduate credit.

## **JUNIOR YEAR ABROAD**

Students who plan to spend their junior year abroad are to apply to the Office of the Vice President for Academic Affairs at the beginning of their fourth semester.

Students on Junior year programs are required to complete all graduation requirements.

## **ATHLETIC ELIGIBILITY**

A student is eligible to participate in intercollegiate athletic contests under the following conditions:

1. Be of approved physical condition as certified by the College physician.
2. Meet the requirements for classification as a regular full-time student at Saint Joseph's College.
3. Be in good academic standing as determined by the scholastic index requirement according to one's classification.
4. Be eligible to play in a designated game according to the rules, policies, and approved practices of the *Indiana Collegiate Conference* and *National Collegiate Athletic Association* with respect to amateur standing, length of previous participation, institutional transfer and similar matters.

It is the responsibility of the players as well as the coaching staff to know and comply with the letter and the spirit of the athletic policies adopted and approved by the faculty.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

Annually, Saint Joseph's College informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Academic Dean, Registrar, Personnel Dean, Financial Aids, Guidance.

## AWARDS AND PRIZES

The recognition of merit in the individual is natural and proper as an incentive to personal and social progress. The awards and prizes listed below represent the College's attestation of the recipient's excellence in written and oral expression as demonstrated in the annual competitive exercises in a variety of fields. In all cases the College reserves the right to withhold an award if, in the opinion of the judges, none of the entries in a contest attains a standard of excellence sufficient to merit the distinction implied by the conferring of the award.

### THE DOUGLAS E. BAUER MEMORIAL AWARD

This award was established by the Biology Department and the Biology Club in memory of Douglas E. Bauer (class of 1975) who was killed in an accident while pursuing his graduate degree in Biology. The award will be made to a senior in Biology or Biology/Chemistry who meets the following criteria: 1) grade point of at least 3.00; 2) positive attitude toward Biology as demonstrated by cooperation with faculty and student peers; 3) determination and ambition as shown in laboratory procedures; 4) pursuit of further education in Biology by admission to graduate study. The award shall consist of a properly inscribed citation and one year's subscription to a scientific journal of his or her choice.

### THE COLLEGE COMMUNITY AWARD

Given occasionally by Saint Joseph's College to an outstanding member of the local community for distinguished service.

### JOHN HEIMANN AWARD

An award to a music major for excellence in scholarship and general musicianship. The Heimann prize is named in memory of the late father of Fathers Ambrose and Lawrence Heiman. Donor: Dr. John B. Egan.

### ERNST & ERNST SCHOLARSHIP AWARD

A plaque and a scholarship in the sum of \$500.00 are presented annually by the firm of Ernst & Ernst to a junior accounting major (to be used in the senior year) selected by the accounting faculty. The criteria for selection include: (1) major field of study must be accounting; (2) evidence of outstanding ability and potential; (3) the recipient should exhibit some evidence of interest in the field of public accounting; and (4) personal financial need should not be a factor.

### JOHN P. HRUZIK ('52) GEOLOGY AWARD

Presented annually to a senior geology student chosen by the geology faculty and Geology Club.

### INDIANA ASSOCIATION OF CERTIFIED PUBLIC ACCOUNTANTS, INC. AWARD

A plaque is presented annually by the IACPA to the outstanding senior accounting major. The selection of the recipient is made by the accounting faculty on the basis of criteria which include: (1) achievement of at least a 3.00 index in accounting and also on a cumulative basis; (2) willingness to accept responsibility; (3) extracurricular activities, particularly of a leadership nature; and (4) good moral character.

### INDIANA ASSOCIATION OF CERTIFIED PUBLIC ACCOUNTANTS, INC. SCHOLARSHIP AWARD

This scholarship was established by the Educational Foundation of the IACPA to make scholarship funds available to qualified students for the study of accountancy. The grants are made available to students who are residents of Indiana and have completed five semesters of college work leading to a degree in accounting. The



amounts of the scholarships are determined annually and are not to exceed \$1,500 per student. Applications are submitted to the Foundation Trustees who consider the following factors in determining the scholarship recipients; (1) academic achievement; (2) college activities; (3) financial need; and (4) appearance and personality.

#### **THE FATHER EDWIN G. KAISER FACULTY SCHOLAR AWARD**

Given occasionally to a Saint Joseph's faculty member for outstanding scholarship.

#### **RICHARD L. KILMER PRIZE IN HISTORY**

An award of merit presented annually by the Department of History to a student who has excelled in the fields of history and its related areas. The award is in memory of Richard L. Kilmer, former Saint Joseph's professor who died in 1967.

#### **ADAM P. LESINSKY AWARD**

Awarded annually to the outstanding member of the Saint Joseph's College Band.

#### **NATIONAL OBSERVER AWARD**

A year's subscription to the *National Observer* and a plaque are presented by the Department of Business Administration to a senior business major.

#### **EDWARD PANOZZO PSYCHOLOGY AWARD**

A \$250 cash award is given annually to an upperclassman psychology major who reflects the dedicated and intense social service commitment of the late Edward Panozzo.

#### **SAINT JOSEPH'S COLLEGE ALUMNI BOARD SENIOR-OF-THE-YEAR AWARD**

Presented by the Director of the Alumni Association to the senior who has made outstanding contributions to his or her class and the College.

#### **SCHUYLER ROBINSON AWARD**

This cash award is for excellence in applied music as demonstrated in public performances. The award is given in memory of the late Schuyler Robinson, former editor of the *Rensselaer Republican* newspaper.

#### **FATHER URBAN J. SIEGRIST AWARD**

This award is presented annually to a junior for outstanding achievement in the biological sciences. The award is sponsored by the Biology Club and was established in 1976 in honor of Father Urban J. Siegrist, C.P.P.S. for his many years of service to the College. The selection of the recipient is made by the biology faculty and Biology Club officers on the basis of the following criteria: (1) achievement of at least a 3.5 index in biology and of at least 3.2 cumulative index; (2) extracurricular activities, particularly in the Biology Club.

#### **TRUSTEE'S BUSINESS AWARD**

A plaque and the sum of one hundred dollars, donated by the Board of Trustees of Saint Joseph's College, is annually awarded to the student graduating from the Department of Business or Accounting, who, in the estimation of a committee of instruction, is most deserving of the award in view of superior scholarship and leadership in extracurricular activities. In order that a student may be considered for the award he or she must have achieved a 3.00 cumulative index.

#### **WALL STREET JOURNAL AWARD**

A year's subscription to the *Wall Street Journal* and a plaque are presented by the Department of Business Administration to a senior business major.



**LOUIS B. WHITE AWARD**

This special citation of merit is presented annually by the Glee Club to the most outstanding member of the mixed chorus. The award was initiated in memory of Louis B. White, '52, former president of the Glee Club, who gave his life for his country in 1953.

**J. KEVIN WOODS MEMORIAL AWARD**

This special citation of merit is presented annually by the Accounting Club to an outstanding senior. The award, in memory of J. Kevin Woods, accounting alumnus of 1966 who was killed in action in Viet Nam in 1968, was established by his family and friends. A monetary sum determined annually is also presented to the recipient. The following criteria should apply in the annual selection of the student who receives the award: (1) must be an accounting major; (2) must have maintained C grades or better; and (3) the senior accounting majors (not the faculty) select the student most deserving of the award.





DEPARTMENTS, MAJORS, MINORS, DEGREES

Department	Major (36 hrs.)	Minor (18 hrs.)	Group (54 hrs.)	Major Degree
Accounting-Finance			x	B.S.
Accounting	x	x		B.S.
Accounting-Computer Science			x	B.S.
Finance	x	x		B.S.
Finance-Accounting			x	B.S.
Finance-Computer Science			x	B.S.
Art		x		
Biology	x	x		B.A., B.S.
Biology-Chemistry			x	B.A., B.S.
Medical Technology	x			B.S.
Business Administration	x	x		B.A., B.S.
Business Administration- Data Processing			x	B.A., B.S.
Chemistry		x		
Computer Science		x		
Communications and Theatre Arts	x	x		B.A., B.S.
Earth Science		x		
Environmental Geology	x			B.S.
Geobiology	x			B.S.
Geophysics	x			B.S.
Economics	x	x		B.A., B.S.
Education Secondary		x		
Elementary	x			B.S.
Engineering				
Five year program*	x			B.S.
English	x	x		B.A., B.S.
Environmental Science	x			B.S.
History	x	x		B.A., B.S.
Languages				
Classical		x		
French		x		
German		x		
Spanish		x		
Mathematics	x	x		B.A., B.S.
Mathematics-Physics			x	B.A., B.S.
Math-Computer Science			x	B.A., B.S.
Music	x	x		B.A., B.S.
Church Music	x			M.A.
Philosophy	x	x		B.A., B.S.
Physical Education	x	x		B.S.
Physics		x		
Political Science	x	x		B.A., B.S.
Psychology	x	x		B.A., B.S.
Religion	x	x		B.A., B.S.
Sociology	x	x		B.A., B.S.

\*Two-year Associate Degrees are offered in Computer Science and in Humanities. Five-year Engineering programs are available in Aeronautical, Chemical, Civil, Electrical, Industrial, Mechanical and Metallurgical Engineering. After three years at Saint Joseph's and two or three semesters at an accredited engineering college, students may qualify for a B.S. degree from Saint Joseph's. After their fifth year, they may qualify for a Bachelor degree in Engineering from one of these universities.

## PRE-PROGRAMS

Saint Joseph's College provides not only full degree programs, but also preparatory programs leading to further work in specialized degrees.

The Biology Department provides a major program that fulfills the requirements for pre-medical, pre-dental and pre-veterinary preparation. (See Department of Biology).

The Mathematics Department supervises the program in pre-engineering. (See Department of Mathematics).

## THE PRE-LAW CURRICULUM

Freshmen pre-law students enroll in the college-wide Core program, plus three of the following, depending upon a tentative major: accounting, American government, American history, economics, psychology, sociology, English and/or a foreign language, preferably French or German. The Core Curriculum offers students and faculty a common experience in reflecting on man, his situation, civilization and purpose. The program combines extensive reading, writing and discussion to promote personal awareness and social responsibility.

All pre-law students should consider the following suggestion:

1. Take courses which require considerable careful writing; precise, accurate written expression is vital in the legal profession.
2. Regardless of one's major, courses in the social sciences — economics, history, political science, psychology, and sociology — should be included within the college program.
3. One year of accounting will prove useful in law study.

A program in pre-law is not under the direct charge of any single department, but a pre-law advisor (Chairman of the Department of Political Science) is available for consultation with any student desiring a pre-law program.

The Association of American Law Schools explicitly states that there is no such thing as one definite, pre-determined pre-law program. Rather law schools stress the need for broad, liberal college education. The "Core experience," which stresses wide reading, group discussion, and writing, forms an excellent base for the study of law.

No major is necessarily better for the pre-law student than others. At Saint Joseph's the traditional or most popular majors for those planning a legal career include: accounting, economics, English, history, philosophy, political science and sociology.



# GRADUATION REQUIREMENTS

## MAJOR SEQUENCE

The major sequence consists of 36 semester hours of credit in a department. For a group major 54 hours of credit are required in specified departments. *Students should observe special regulations under each department*, especially regarding the prerequisites for major sequences. All degree candidates must complete either a major sequence or group major.

## MINOR SEQUENCE

The minor sequence consists of 18 semester hours of credit in a department chosen for its relation to the student's major sequence. All students must complete either a minor sequence or a group major.

## SEMESTER HOURS AND QUALITY POINTS

1. A minimum of 120 semester hours and a cumulative index of 2.00 are required for graduation.

2. The number of quality points earned in courses of the major or group major sequence must equal at least twice the number of credit hours taken (a cumulative index of 2.00 in the major field).

## RESIDENCE

Completion of the college course requires that the student be *in residence for eight semesters or the equivalent*. Twelve hours of summer session credit are considered equivalent to one semester. Work completed off-campus is accepted up to sixty semester hours. Not more than twelve within this maximum of sixty hours may be taken by correspondence. The last thirty semester hours and sixty quality points must ordinarily be completed on the Saint Joseph's College Campus. For exceptions see, "Degree in Absentia," "Junior Year Abroad," and "Honors Students."

## FOREIGN LANGUAGE

A modern or classical language is not required of all students. German or French is strongly recommended for students planning to enter graduate school. Any student who is a candidate for a bachelor of arts degree is required to take two years of a language or show a two-year competency and/or pass proficiency exams.

## ELECTIVES

Additional courses may be necessary to complete the total of 120 semester hours required for graduation.

## DOUBLE MAJOR

By fulfilling the requirements of two majors during the normal residence period, a student may graduate with a baccalaureate degree in the double major — for example, a bachelor of arts in English and history. This type of degree should not be confused with a group major program, such as biology-chemistry or mathematics-physics.

## SECOND BACHELOR DEGREE

A student holding a bachelor's degree from any accredited college may qualify for a degree from Saint Joseph's College in a second discipline by spending the equivalent of at least one semester in full-time residence at Saint Joseph's and fulfilling the departmental requirements for the second major.

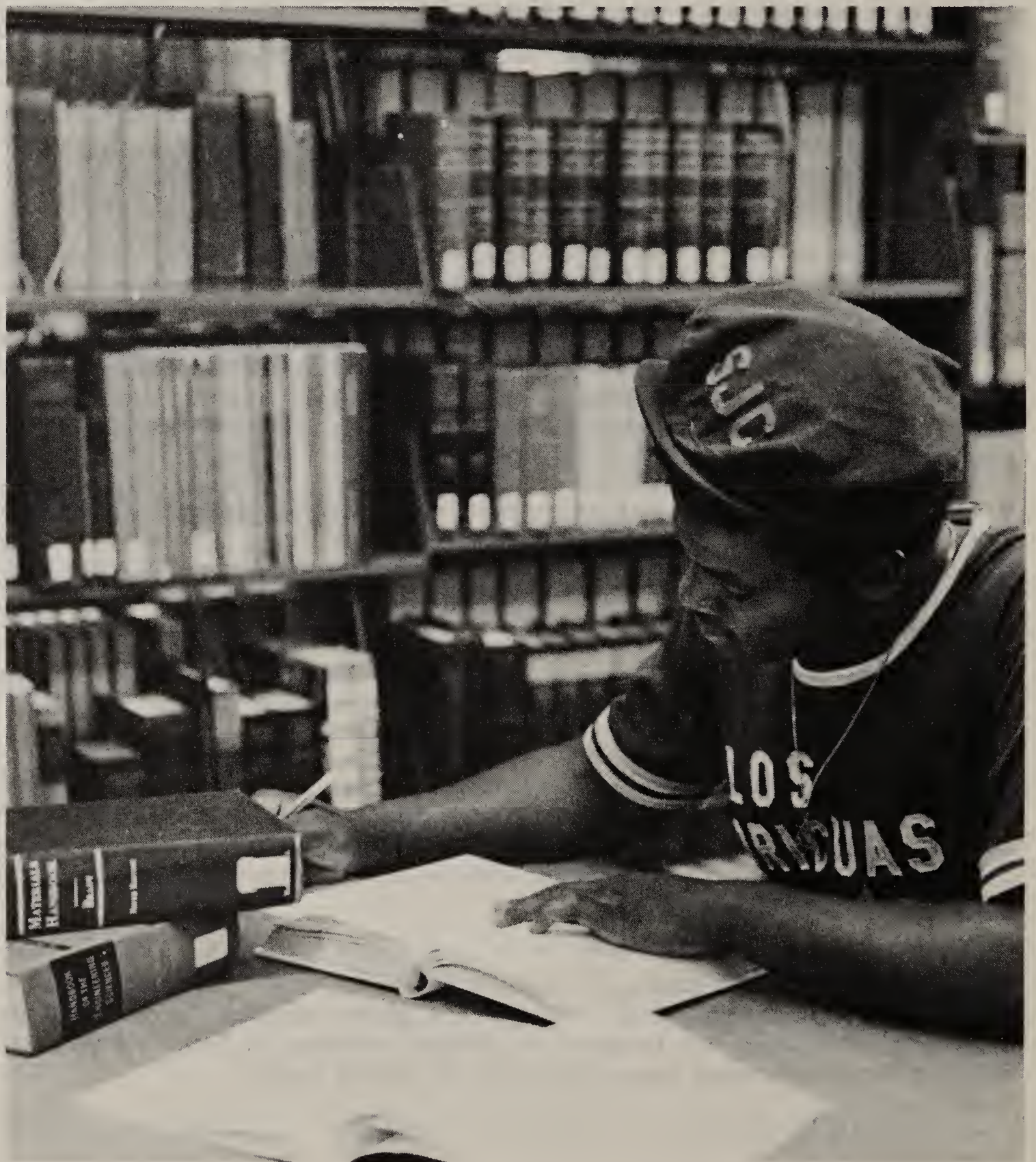


**DEGREES IN ABSENTIA**

Students who have attained senior standing after the completion of three years of residence and who have then transferred to a school of law, engineering or medicine may secure the degree *in absentia*. In addition to the normal graduation requirements candidates will be required to show successful completion of the first year's work in the professional school in which they have enrolled.

**GRADUATION WITH HONORS IN ABSENTIA**

Students transferring to a professional school and planning to graduate *in absentia*, may graduate with honors if the cumulative index for work at Saint Joseph's College and at the professional school meets the required standard.





GRADUATION CHECK LIST

The student is ultimately responsible for the fulfillment of all that is required for graduation. Ordinarily one is held to the requirements of the catalogue in force at the time of first enrollment; all subsequent changes will be announced by official bulletins from the Office of the Vice President for Academic Affairs and by the Registrar in the semester schedule of classes.

To assist the student in keeping a record of progress towards graduation, this check list has been prepared. Transfer students may obtain a statement of equivalencies from the office of the Vice President for Academic Affairs. In completing this check list, it is important for the student to remember that the cumulative index is not an average of semester indices. Rather, it is computed by dividing the total number of hours attempted into the total number of quality points earned. Each semester the student's grade report gives both the semester index and the cumulative index.

Core Requirements: (required of all students with the exception that students in an approved 3-2 program are excused from the science components, Core 5-6).

Core 1	6 sem. hrs.	_____	Core 2	6 sem. hrs.	_____
Core 3	6 sem. hrs.	_____	Core 4	6 sem. hrs.	_____
Core 5	3 sem. hrs.	_____	Core 6	3 sem. hrs.	_____
Core 7	3 sem. hrs.	_____	Core 8	3 sem. hrs.	_____
Core 9	6 sem. hrs.	_____	Core 10	3 sem. hrs.	_____

MAJOR SEQUENCE: required of all students. 36 sem. hrs.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MINOR SEQUENCE: required of all students. 18 sem. hrs. (Students who complete an approved group major fulfill major and minor requirements by the group major.)

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ELECTIVES:

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



**ADDITIONAL CHECKPOINTS**

- \_\_\_\_\_ 120 hours required for graduation. 124 hours required in all teacher training programs.
- \_\_\_\_\_ 2.00 cumulative index required for graduation.
- \_\_\_\_\_ 2.00 cumulative index required in major.
- \_\_\_\_\_ the last thirty hours must always be taken in residence.





## STUDENT LIFE

Attendance at Saint Joseph's is a privilege and not a right. The College assumes that men and women of college age have an adequate conception of the duties and responsibilities expected of them. It is understood that this privilege may be withdrawn from anyone who does not conform to the traditions and regulations of the college. Saint Joseph's, at the same time, accepts an obligation to both students and parents to provide advisory and supervisory agencies.

Upon entering the college community, each student is furnished with a Student Handbook in which the specific rules of discipline and other regulations are contained. These policies are official statements from appropriate faculty, administration and student committees. Ignorance of these statements will, in no case, be accepted. All college policies apply to the student immediately upon enrollment.

Every effort is made to encourage the student toward self-government in accordance with the ideas of obedience, honesty, courtesy and charity. When, however, students manifest an inability or unwillingness to cooperate with the College in maintaining its regulations and policies, they subject themselves to disciplinary action. Matters of discipline are handled by the Personnel Dean and the College Appeals Board. The jurisdiction of the Board includes cases of dishonesty, intoxication, immoral and improper conduct, serious violation of campus regulations, or behavior prejudicial to the welfare of the student or the best interests of the college. The penalties imposed by the College may be probation, suspension, dismissal, or other action it may deem advisable.

In matters pertaining to social life, discipline, curriculum and scholarship, all students come under the counsel and supervision of the Vice President for Academic Affairs and the Personnel Dean, according to the respective jurisdiction of each office. Matters of health are the concern of the College Physician. Administrative officers, assisted by student-faculty committees, make it their purpose to become familiar with student problems and to secure the observance of adopted policies and faculty regulations.

### STUDENT ASSOCIATION

All full-time students are members of the Association and are governed by its constitution and By-Laws. Its elected officers plus the four class presidents, the campus-organizational senator, and the elected hall senators comprise the Student Senate. This group combined with its committees provides a channel of communication among students on the one hand and with faculty and administrators on the other. This Student Senate is the acting authority for the Association in its normal campus functioning — legislating, nominating, appointing, and directing.

## PERSONNEL SERVICES

### ALUMNI ASSOCIATION

Organized June 17, 1896, after the charter class of 1891 was graduated, the *Alumni Association* of Saint Joseph's College was established . . . "to cherish and strengthen the love of the graduates of Saint Joseph's College for their Alma Mater; to keep graduates of the different classes in communication with the college and with each other; and to bring about an acquaintance and friendship among the graduates of the different years that they may assist each other in attaining these ends." Membership is open to any graduate or former student who leaves in good standing. There are no dues. The college publishes an alumni newspaper which is mailed to all members four times a year without charge. Alumni are invited to return to the campus each year for the annual homecoming weekend held during football season. Chapters of the association are established in cities throughout the country. The association assists the college in: fund raising; student recruitment; publicizing the college in local communities; and placement of graduates.

### BANK

For the convenience of students, the College maintains a student deposit account in the business office where students may deposit their savings. Students may also take out short-term loans from the College.

### BOOKSTORE

The College Bookstore, located in Halleck Center, carries textbooks, stationery items, clothing, gifts, greeting cards, cosmetics and other supplies.

### COUNSELING

The Director of Guidance assigns to each freshman a member of the faculty to serve as an advisor in educational, vocational, and personal matters. Students above the freshman level are permitted to select counselors from a list prepared by the Director of Guidance. Faculty counselors have access to grades, test results, health records and other pertinent information concerning their counselees.

### HEALTH SERVICE

All students admitted to Saint Joseph's for the first time are required to take a health examination. The history page is to be filled out by the student, and the medical examination blank by a physician. This report is to be received in the Student Health Center prior to registration. Students who do not have this completed form on file at the Health Center are not eligible for routine services rendered by the nurses or the college physician.

The College physician has regular hours on campus; at other times a nurse is on duty. Major accident cases or illness of a serious nature are referred to the hospital or, when possible, to the student's own physician. The services of a clinical psychologist are also available.

Information concerning a voluntary accident and sickness insurance may be obtained at the Health Center.

### LAUNDRY SERVICE

A private agency operates a commercial laundry on the campus and will handle campus laundry at a special rate. This agency also operates a laundromat where the student may use automatic washers and dryers.

### MAIL, TELEGRAMS, BAGGAGE

Saint Joseph's College has its own post office branch. All mail, telegrams, express and baggage should also be addressed to Saint Joseph's College, Rensselaer, Indiana 47978.



**ORIENTATION PROGRAM**

The College conducts an orientation program for all new students. Faculty members serve as counselors and assist new students in planning their programs for the first semester.

**PLACEMENT PROGRAM**

The Saint Joseph's College Placement Bureau is operated by an experienced director, who advises and assists students seeking employment after graduation. It is the responsibility of the bureau to develop and maintain communication channels among students, alumni, faculty, administrators, industry and government so that their respective needs and interests can be properly programmed into the College's curriculum.

**PERSONAL PROPERTY**

The College is not responsible for loss of, or damage to, personal property of the student from any cause. For your information, "Homeowner's" insurance policies generally cover personal property losses of dependents at college. Parents are urged to have an "extended coverage rider" on their personal property insurance policy to protect themselves in the event of loss. The college does not furnish this kind of insurance to students.

**RECREATION AND ATHLETICS**

In its athletic program, Saint Joseph's College is governed by the policies of the North Central Association of Colleges and Secondary Schools, The National Collegiate Athletic Association and by the rules of the Indiana Collegiate Conference. The Saint Joseph's College PUMAS participate in a complete program of intercollegiate football, basketball, golf, wrestling, and baseball.

In addition to the intercollegiate program, the College offers a well-developed program of intramural activities. All students participating in intramural programs are urged to get proper insurance coverage. It is understood that the College will not be responsible for injuries incurred in intramural games.

**RELIGIOUS SERVICES**

The forming of a true Christian character in the student is the highest aim in education. All Catholic students are urged to make the annual retreat and to attend daily mass and benediction. Opportunity for confession is available daily. The program of religious exercises is arranged by the Chaplain, who is likewise available for consultation with any student.

**TELEPHONE**

Saint Joseph's College switchboard telephone number is (area code 219)-866-7111. The College switchboard is open from 8 a.m. until 11 p.m. each day during the school year. During these hours incoming calls can be placed through the switchboard to telephones on each floor of campus dormitories. When calling long distance, parents or friends are advised to call person-to-person to insure that they are connected with the proper party. When the College switchboard is closed, callers should dial direct to the pay telephone in each campus hall. Pay phones in each dorm floor are as follows:

Aquinas Hall		Drexel Hall	
second floor	866-7968	first floor	866-7979
Bennett Hall		second floor	866-7953
first floor	866-7943	third floor	866-7978
Justin Hall East-Wing		Gallagher Hall	866-7984
first floor	866-7993	second floor	866-7947
second floor	866-7902	Halas Hall	
third floor	866-7901	second floor	866-7948



Justin Hall Lounge .....	866-7947	Noll Hall	
Justin Hall West-Wing		first floor .....	866-7959
first floor .....	866-7997	second floor .....	866-7913
second floor .....	866-7998	Seifert Hall	
third floor .....	866-7995	East Wing .....	866-7956
Merlini Hall		West Wing .....	866-7960
second floor .....	866-7975		

**TESTING PROGRAM**

Students may take tests in various fields, the results of which are used chiefly to give the faculty counselor information needed in planning the program of counselees.





# ACADEMIC OFFERINGS

## The Core Curriculum (General Education)

### Objectives of the Core Program

The general education requirements of the College are incorporated in a single four-year sequence common to all students and totalling 45 credit hours.

Saint Joseph's College adopted the Core Program because it was seen to be a better way to achieve the goals and purposes of the institution, a Catholic liberal arts college, than the more traditional approach to general education. Core is integrative, rather than distributive, in its structure. Core gives the entire student body, and as many members of the faculty as possible, a common experience in reflecting on man, his situation, civilization, and culture, his achievements and problems, his meaning and purpose.

The switch to Core demanded radical changes in schedules, in departmental offerings, in course assignments, and in many other long-held policies and ideas. But what was asserted most emphatically in the change-over was that the institutional commitment to Core expressed the judgment of the whole Saint Joseph's College community that general education is at least as important as the student's major. The structural reminder of this commitment is the central role which the Core Program fills in the college's course offerings throughout all four years of the normal bachelor's program.

In order to offset the trend toward hyper-specialization or vocationalization in most of the American higher education, Core is strongly generalist and humanistic. It emphasizes the project of becoming a "self worth being", of leading a genuinely human existence, as the basic issue of liberal education. Though the content of each semester of Core varies, the program maintains an overall common and constant concern for human values, a concern which either is carried over from Core into other courses by both students and faculty or reinforces the humanistic perspectives already present in those courses.

Finally, any number of more specifically philosophical positions are implied in either the interdisciplinary or the personalist commitments of the Core Program. Core stands against the depersonalization of man that is the bent of the reductionist type of thinking of so many contemporary intellectuals. The program maintains an openness to insights into the nature of man and the human situation that come from a whole range of academic disciplines and methods. No method which can shed light on human meanings and values is theorized out of existence or into nonsense on an apriori basis. The traditional approach of the liberal arts is broadened to welcome the fruits of the studies of modern psychology, sociology, and other sciences of man. But what Core strives to do is to inform with a common purpose the whole mass of conflicting interests spawned by the hyper-specialized curricula of the mainstream of contemporary higher education.

### Structure of the Core Program

#### in general

The Core Program replaces what used to be a 54-credit, mainly lower level and distributive approach to general education with a 45-credit, integrative and interdisciplinary set of semester programs very evenly spread out over the four years of college education. In place of a required number of courses from several separate departments, Core involves a 6-credit interdisciplinary course in all but the last of the eight semesters usually taken by the student.



The following table shows the simple structure and rhythm of the Core program:

- Freshmen: Core 1 - The Contemporary Situation (6 credits)  
               Core 2 - Hebrew and Graeco-Roman Heritage (6 credits)
- Sophomores: Core 3 - The Middle Ages (6 credits)  
               Core 4 - The Modern World (6 credits)
- Juniors: Cores 5 & 6 - Man in the Universe (6 credits)  
               Cores 7 & 8 - Non-Western Studies (6 credits)
- Seniors: Core 9 - Toward a Christian Humanism (6 credits)  
               Core 10 - Christianity and the Human Situation (3 credits)

### **The overall unity of the program**

As the necessary complement to this brief listing of the individual segments of Core, it is important to stress the overall integration of the segments into a single general education program which has a very definite rationale and developmental unity operative throughout all four years. The following paragraphs should clarify the overall intent of the Core Program.

The first semester of the freshman year begins with "The Contemporary Situation" because the main objective given to Core 1 is self-discovery and self-assessment. The student is invited to take inventory of his personal and our communal problems and resources; As a young man or woman in twentieth century America, what outlooks and values have I adopted? What are the prospects and hopes for creating a meaningful personal existence and a just society?

The time span allotted to Core 1 extends back to 1914, not for arithmetic convenience or to relieve other Cores of some years of content, but to attain a very specific purpose. The student's edifice of meaning was constructed under the influence of his parents and grandparents, as well as that of peers, teachers and so on. By becoming acquainted with the events and hopes and crises of those immediately ancestral generations, the student can discover the impact of the past on his living present, the relevance of history to human existence. This is not approached in service to any particular philosophy of history, whether spiral or cyclical or whatever, but in terms of the simple facts of life that our meanings are shared meanings and that our existence is an historical existence. The complement to the future-looking dimension of hope in human existence is the past-regarding dimension of memory. With the establishment of this dialectic between hope and memory, Core 1 opens the student to the historical sections of Core in the following three semesters.

Cores 2, 3 and 4 — the second semester of the freshman year and the two semesters of the sophomore year — seek to encounter the origins of Western Civilization and follow its subsequent development. How have the Hebrews, Greeks, Romans and early Christians laid the foundations of what we call "the West" (Core 2)? How have Graeco-Roman and Judaeo-Christian sources, albeit over centuries of development and evolution, contributed to the world we now inhabit?

In Core 3, "The Middle Ages", the manner in which the cultural values of the ancient world were preserved and modified in the years from 100 to 1600 in the West is studied. The particular approach taken in this Core, because it is individual men who make history and build civilizations, is one which focuses on individual persons who contributed in a very special way to the cultural evolution of the West, leading to the emergence of what we (somewhat chauvinistically) call "the modern world." In ending with the Renaissance, Core 3, from one point of view, closes a cultural cycle with Core 2 in that the Renaissance looked backwards to the origins of the West in ancient Greece and Rome; but, from another point of view, the seeds of the modern world and rumblings of the radical changes about to occur are there too.



The modern world is approached, in Core 4, in an at least partly dialectical fashion by studying the interplay of currents of thought from 1600 to 1900. The Baroque, the Enlightenment, the conflict between Romanticism and Realism, the Revolutions, the Age of Progress — especially the images of man, of Nature and of God that go along with each of these — such is the complex material of Core 4. Overall, however, the achievements and disappointments of those 300 years do exhibit a certain logic of development which makes understandable the ambivalence and trepidation with which Western man entered the twentieth century. Thus, at the end of Core 4 the student has worked his way, with enriched historical understanding and development of critical acumen, back to the starting point of Core 1.

Though Cores 1 through 4 did attempt to deal with 4,000 years of Judaeo-Christian tradition and 2,800 years of Western Culture, there is still a greater challenge to the imagination and sensitivity of the student to come in the junior year. Non-Western Core (Cores 7 & 8) transports the student out of the West in order to invite him to meet and to learn to appreciate fellow human beings who have created cultures quite different from his own. The great cultures of India, China, Africa and Japan, whether in terms of complementarities or contrarities or correctives, have much to teach us, in spite of our boasts of Western superiority.

In addition, the “Story of Man” that science tells, in the concurrent Core Science segment (Cores 5 & 6), is a story which speaks of billions of years of cosmic and biological evolution and of a cosmos of fantastic dimensions, but which is still man’s home. If Cores 2, 3 and 4 put us in touch with our cultural roots, Core Science reveals how intimately our human lives are connected with all of life and with basic cosmic processes: our cosmic and biological roots. The two programs of the junior year do however converge — whether by political, economic, ecological, metaphysical, or religious paths — on the reality of the oneness of the family of man.

Finally, the first three years of Core (Cores 1 through 8) can be regarded as more analytic than anything else, in the sense that they provide information about, perspective on, and appreciation of all things human. The senior year proposes to tie together all of the preceding materials of the Core Program in a synthesis that is deeply and thoroughly Christian. Core 9 works at such a synthesis in terms of theory and principle, whereas Core 10 applies those principles in a spirit of Christian responsibility in a world where man is more and more assuming conscious and deliberate control of the course of evolution.

### **Progress from Core 1 through Core 10**

Another rather interesting perspective on the total Core Program lies in the broadening and deepening of awareness that occurs as the students move from one semester to the next. Without restricting individuals to this pace or rhythm of development and recognizing sadly but realistically that it does not work for everyone, the focus of the content of the Core segments and the invitation to value commitment do significantly grow from semester to semester. In Core 1, the focus is the “self” in twentieth century “America” (although the limitations of this focus are revealed in the final sections of Core 1); Cores 2 through 4 broaden that perspective to include the origins, development and recent condition of “The West”; with the junior year of Core the student is invited to cope with the concepts of “cosmos” and “Spaceship Earth”; and in Cores 9 and 10 questions of ultimate meaning and deepest commitment are treated, the “Alpha and Omega” of human existence and “the one thing necessary” of the New Testament.



### **Some pedagogical specifics**

The mechanics of the Core Program are structured in such a way as to respect both the interdisciplinary and the personalist dimensions of Core. The typical 6-credit segment of Core involves four contact-hours per week; two hour-long lectures in the College Auditorium (at which the entire freshman, sophomore, junior or senior class is in attendance), and two hour-long discussions in a group of about 18 students and one professor. What might at first seem to be an overly generous allocation of credit hours to the normal semester of Core — six credits for four contact-hours — is more than adequately justified in view of the very large amount of reading and writing assigned in the program. And though the preceding comment emphasizes individual student work, it is generally in the discussion sessions that the readings, the lectures and the student's own reflections really come into focus.

The roles of a faculty member in the two scheduled parts of Core are quite different. As a lecturer in the Auditorium meetings, the professor presents himself as an expert in commenting on a reading assignment or a related topic in a scholarly yet pedagogically appropriate fashion. In the discussion situation, however, the professor often has to assume the position of a co-learner, since the topic under discussion may well come out of a field of study which is not his own area of specialization. The excitingly different types of faculty-to-faculty and student-to-faculty relationships which this structure demands and favors have radically revitalized the academic community of Saint Joseph's College.

### **1977-1978: The Ninth Year of Core**

Since the Core Program was implemented with the freshman class of September of 1969, Saint Joseph's College is in its ninth year of offering this innovative general education program. The graduating class of 1977 was the fifth class to have completed the full cycle of the Core Curriculum. During these years, the program has been under the scrutiny of a whole battery of committees; it has been evaluated and revised on a year-by-year basis.

Relationships among the academic departments have changed quite a bit. Professors from up to ten different departments have had to sit down together and come up with a single set of readings and lectures for the semester of Core with which they are charged. The same group has had to listen to one another lecture to the entire Core class (300+ students and 12 or so professors). These experiences have made the faculty come to know and respect one another much more than they did before Core.

Professors have also carried a wealth of materials, ideas and methods out of Core into the course offerings of their departments. The discussion approach used in Core has given many professors a new respect and confidence in their students. And students, with an extensive common fund of Core readings and lectures, have carried discussion of issues into the dining halls and dormitories. Thus the Core Program not only complements the specialization the student acquires in his major, but it actually strengthens the major programs at the college. Saint Joseph's College is of the opinion that it can offer students an educational experience which combines a strong major with an exceptional general education program, and that both programs gain from such a combination.

Saint Joseph's College is definitely committed to the Core Curriculum and the humanizing and liberating educational experience which it represents. Core expresses this college's manner of structuring a liberal arts education which respects both the concern for human values of the liberal arts tradition and the career preparation and specialization which the contemporary world demands of college graduates.



**Core Curriculum requirements for all students**

Students always take the Core course proper to the class levels at which they are registered. The only exception provided for in this catalogue is that students in an approved 3-year science sequence will take Core 7, 8, 9 and 10 in their junior year. Transcripts of transfer students will be evaluated and their general education requirements established by the Vice President for Academic Affairs, who alone has the authority to make exceptions to the Core requirements.

**Core 1. The Contemporary Situation 6 hours**

A study of the human situation in the twentieth century with its crises and achievements. The course aims at student involvement in the world through reflection and communication. Required of all freshmen.

**Core 2. Hebrew and Graeco-Roman Heritage 6 hours**

A study of Graeco-Roman and Judaeo-Christian contributions to Western culture, stressing the intellectual, artistic, religious, and social contributions of this period. Required of all freshmen.

**Core 3. Middle Ages 6 hours**

The emergence of Europe from the end of the Roman period through the Middle Ages and the Renaissance. Required of all sophomores.

**Core 4. The Modern World 6 hours**

A study of the larger movements of civilization from the seventeenth to the twentieth century with emphasis on contemporary relevance. Required of all sophomores.

**Core 5-6. Man in the Universe 6 hours**

This course, extended through two semesters, studies the emergence of the human species in the course of cosmic, biological and cultural evolution and assesses the theoretical and practical impact of the natural sciences on the human situation. Required of all juniors except those in an approved 3-year science program.

**Core 7-8. Non-Western Studies 6 hours**

An examination of civilizations other than our own. By studying other cultures the student gains a new perspective and insight into the institutions and thought of the Western world. Extended through two semesters and required of all juniors.

**Core 9. Towards a Christian Humanism 6 hours**

This course attempts to point up the possibility of a Christian view of man by an examination of the general problems of humanism, religion, Christianity, and Catholicism. It applies psychological, sociological, philosophical, and theological considerations to the material provided by the previous Core experience. Required of all seniors, and of juniors in an approved 3-year science sequence.

**Core 10. Christianity and the Human situation 3 hours**

A consideration of contemporary problems in the perspective of Christian faith. Special attention is given to the philosophical and ethical aspects of these contemporary issues. Required of all seniors and of juniors in an approved 3-year science sequence.

## Department of Accounting — Finance

THE ACCOUNTING MAJOR provides the fundamental courses which are to prepare the student for entrance into the profession of accountancy, including public and private accounting practice or government service. Upon completion of this program of study, the student becomes eligible for the bachelor's degree in accounting, and may secure through experience and state examination the status of certified public accountant.

In the field of public accounting there are opportunities in municipal and private auditing, system design and installation, cost and tax work. Federal and state governments provide opportunities for accountants in a wide variety of activities, including income tax and other taxation, farm administration, banking, interstate commerce, and the like. In private accounting practice, thoroughly trained accountants have opportunities for advancement into executive, financial and auditing or cost accounting positions.

THE FINANCE MAJOR provides academic training in financial analysis and management. Courses offered give the student a general foundation in the acquisition and control of the finances of the national and multinational corporation. The Finance major is designed for securing positions in institutions such as banks and investment firms, insurance companies, commercial and industrial firms, and the financial regulatory agencies of the federal and state governments.

In recognition of the two distinct majors (Accounting and Finance), students are permitted to major-minor, group major or double major in Accounting and Finance.

### Departmental Requirements: Accounting

1. Accounting 21-22 and Economics 21-22 are *prerequisites* for all accounting courses numbered 30 and above.

2. The requirement for a *major* sequence in accounting is thirty-six hours, including the following: Accounting 21-22, 31-32, 33, 35-36, 47 and 45-46. Six additional hours in accounting may be elected from among other courses. Economics 38 (statistics) is also required.

3. The requirement for a *minor* sequence in accounting is eighteen hours including Accounting 21-22, 31-32, 33, and three elective hours.

4. A group major in accounting-finance requires fifty-four hours composed of the following: Accounting 21-22, 31-32, 33, 35-36, 45 and 47. Finance 21, 33, 34, 36, 40, 48 and 3 hours elected from 43, 44 or 50. Six additional hours in Accounting and/or Finance to be determined in consultation with the student's major professor.

5. A *group major* in accounting-computer science requires fifty-four hours composed of the following: Accounting 21-22, 31-32, 33, 35-36, 45 and 47; Computer Science 10, 22, 26, 31, 33, 34, and 53. Six additional hours in Accounting and/or Finance to be determined in consultation with the student's major professor.

### Suggested Program

1. In the freshman year, students majoring in accounting take: Core 1-2, Finance 21; Accounting 21-22, Economics 21-22. The electives recommended in the freshman year are Business 21, and Math 8.

2. Approved sequence of courses for accounting majors; Freshman, Accounting 21-22; Sophomore, Accounting 23-24, 31-32; Junior, Accounting 35-36, 33 (34); Senior, Accounting 43, 45-46, 47.

3. Students wishing to obtain two degrees in accounting and finance, should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second. The policies governing a second bachelor's degree are found under "Graduation Requirements" in this catalog.



### Departmental Requirements: Finance

1. Finance 21, Business Administration 22, Economics 21-22 and Accounting 21-22 are prerequisites for all courses numbered 33 and above. Business Administration 35, and Economics 35 should normally be taken no later than the sophomore year, and Business Administration 38 no later than the junior year.

2. The requirement for a *major* sequence in finance is thirty-six hours including the following: Finance 21, 33, 34, 36, 40, 44, 48, 50, Business Administration 35, 38, and Economics 35.

3. The requirement for a *minor* sequence in finance is eighteen hours composed of the following: Finance 33, 34, 36, and three other Finance courses.

4. A *group-major* in finance — accounting requires fifty-four hours composed of the following: Finance 21, 33, 34, 36, 40, 44, 48 and 50, Accounting 21-22, 31-32, 33, 35-36, and 45, six additional hours in accounting to be determined in consultation with the major professor.

5. A *group-major* in finance-computer science requires fifty-four hours composed of the following: Finance 21, 33, 34, 36, 40, 44, 48, 50, Computer Science 10, 22, 26, 31, 33, 34, and 53, and Business Administration 38. Six additional hours in accounting and/or finance to be determined in consultation with the major professor.

### Suggested Program

1. Students in the freshman year in finance will take: Core 1-2; Finance 21; Business Ad. 22, Accounting 21-22, Economics 21-22. Math 8 is a recommended elective.

2. Students in the sophomore year will take Core 3-4, Finance 33, 34 and 36, Economics 35 and Business Ad. 35. Recommended electives for the sophomore, junior and senior years are available in mimeograph form from your counselor.

3. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

4. Non-majors interested in taking finance courses should consult a faculty member within the department.

### Teacher Education Requirements

For those accounting or finance majors who wish to teach in secondary schools, an area major in social studies is available. The following courses are required: Core, 45 semester hours; professional education block, 18 semester hours; 6 hours American history; 3 hours world history; 3 hours political science; 3 hours sociology; 9 hours geography (E.S. 11, 24, 36); 3 hours statistics; 6 hours principles of economics; and 9 additional hours of history or economics.

## COURSES IN ACCOUNTING

### 21-22. Principles of Accounting 6 hours

A fundamental course in accounting. The course is presented so that the student is properly prepared in the theory and techniques of accounting that are necessary for the advanced course. Emphasis is placed on the solution of accounting problems.

### 23-24. Business Law 6 hours

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instruments, agency, sales, partnerships, corporations, property and torts.

**Prerequisite for Accounting 24: Accounting 23.**



**26. Systems Analysis For Accounting (Comp. Sci. 26) 3 hours**

To learn how to approach and solve problems using quantitative methods as applied to the data processing equipment available. Input, output, and storage design of data and data-structures. The course includes the normal steps in the complete development of a data processing system for business enterprises. COBOL and/or RPG languages will be used in programming the applications studied.

**Prerequisite: CS 5 or CS 10.**

**31-32. Intermediate Accounting 6 hours**

An investigation into the form and content of financial statements with emphasis on accounting for assets, liabilities and corporate capital accounts. Techniques for analyzing and interpreting financial statements are also considered. Consideration is also given to the funds statement and cash-flow statement.

**33. Cost Accounting 3 hours**

A study of the basic terminology, concepts, and techniques of cost determination. Job order, process, and standard cost systems are explored through the medium of problems.

**34. Advanced Cost Accounting 3 hours**

This course is designed to familiarize the student with analytical interpretation of cost data. The areas of budgetary controls, direct costing, cost-volume relationships, and variance analysis are given special consideration.

**Prerequisite: Accounting 33.**

**35-36. Advanced Accounting 6 hours**

Advanced partnership accounting problems and special transactions resulting from consignments, installment sales, and home office/branch accounting are considered. Special emphasis is placed on the preparation of consolidated statements of financial condition and income. Consideration is also given to statements required of fiduciaries and to governmental accounting problems.

**43. Pro-Seminar in Accounting Theory 3 hours**

An introduction, by means of directed reading and individual projects, to the methods of accounting research and the theory of accounts.

**45-46. Income Tax Accounting 6 hours**

This course is designed to familiarize the student with the federal income tax laws by means of lectures and practical problems. It is devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

**47. Auditing 3 hours**

A course designed for those intending to enter the profession of public or private accounting. The responsibilities of auditors and the regulations applying to the profession are studied, with special reference to the rules of professional conduct for members of the American Institute of Certified Public Accountants. Various types of audits and their purposes are analyzed. Certificates are studied and prepared.

**53. Internship 3 hours**

To those students who qualify to participate in the Accounting Internship Program of the Accounting-Finance Department of Saint Joseph's College, 3 hours credit will be awarded for above average completion of the internship period with professional accounting firms. Achievement will be based upon the written report of the intern which will have to be submitted to the department. The report shall cover his or her activities, the conducting of audit in professional firms, and/or other suitable topics as elected by the faculty advisor. The department shall work in conjunction with the supervisor of interns with each respective professional firm which agrees to cooperate and work jointly with the Accounting Department of Saint Joseph's College.

**55. Independent Study 1-3 hours**



**COURSES IN FINANCE****21. Personal/Family Finance 3 hours**

This course is designed to assist the young person or young family in making sound financial decisions relative to the principles and practices of: budgeting, installment purchasing, using saving institutions such as banks or saving and loan associations, the wise purchasing and financing of a home, purchasing life and automobile insurance, preparing a will, estate planning, and purchasing common stocks.

**No background in Accounting or Finance is required, and the course is open to all students regardless of their major field of study.**

**33. Corporation Finance I 3 hours**

A study of the financial problems involved in organizing and managing a corporation. Includes the financial aspects of: risk vs. return; financial analysis; management of cash, accounts receivable, and inventory; management of fixed assets and capital budgeting; and cost of capital. Problem solving supplements lectures.

**34. Corporation Finance II 3 hours**

A continuation of Finance 33. Part II includes the financial aspects of: trade credit and commercial paper; short term, intermediate term, and long term financing; leasing; preferred and common stock; dividend policies; valuation; merger and consolidation; and failure and reorganization. Problem solving supplements lectures.

**36. Investment Analysis 3 hours**

This course is designed to familiarize the young person with techniques necessary to make sound financial decisions when contemplating the purchase of common stocks. Included are the treatment of investment objectives, investment institutions such as the organized stock exchanges and over the counter markets, sources of investment information, and the formation of appropriate investment policies for individuals and families. The traditional risk approach to investment analysis is used with the major semester project being an in depth security analysis.

**40. Financial Analysis and Control 3 hours**

A study of the character and importance of the respective items in financial statements with critical analysis and interpretation of statements of business enterprises. With the knowledge gained from the foregoing, estimating income and expense, profit-planning and control, measuring operating efficiency, and enforcing budgets are reviewed.

**Prerequisite: Finance 33.**

**43. The American Financial System 3 hours**

A critical study dealing with the institutional framework of the economy by which savings and credit are made available to business, consumers, and the government, together with an analysis of the impact of the various flows of funds on the total economy. Among the institutions covered are: federal financial institutions, commercial banks, savings and loan associations, insurance companies, investment and pension funds, investment banking, and the money and capital markets.

**44. International Finance (Economics 44) 3 hours**

This course encompasses the financial problems which arise in the conduct of foreign trade and other international transactions. The topics covered include: international payment systems, foreign exchange controls, variation of exchange rates, methods of financing imports and exports, balance-of-payments analysis, international financial institutions and capital markets, and problems of international liquidity.

**48. Problems of Financial Management 3 hours**

This course presents a series of comprehensive financial problems by which it is intended to perfect the student's ability to utilize the methods and techniques of financial analysis and management acquired in previous courses. The case method is used throughout the semester.



**50. Seminar in Finance****3 hours**

A general seminar which includes financial problems peculiar to business finance, investment management, and bank management. The content depends on current developments in finance. In general, financial problems are examined both from the viewpoint of business management and that of the economic system. The ethical — historical approach is utilized.

**55. Independent Study****1-3 hours**

## Department of Art

The Department of Art offers courses in several studio areas, in art history, and in general appreciation. It is intended to meet multiple student interests and needs: 1. Art Minor (18 hours in the Department, either for personal enrichment or to strengthen an adjacent major field); 2. Elementary Education (Art 47-48, required by the Education Department in partial fulfillment for certification); 3. Art Electives (Open to any student, irrespective of former experience, who wishes to develop visual creativity and aesthetic judgment.)

In all studio areas, the first courses listed (odd-numbers) are considered prerequisites for the advanced courses (even-numbers). The former emphasize basic theory and provide foundational introduction to the media, while the latter attempt to develop more personalized and in-depth expression.

**11-12. Basic Design Workshop****4 hours**

Art 11 proceeds sequentially from the structural elements of art (line, shape, color, texture, and space) to the principles of design, experimenting with each of the preceding through various projects aimed at developing a feeling for compositional arrangement. Art 12 strengthens fundamental theory by offering introduction to more diversified media and striving for more personalized selection of projects. (Fee: \$10.00 per semester)

**21. Lettering****1 hour**

In addition to introducing the use of the Speedball pen, the course teaches letter-formation and spacing of two alphabets (Commercial Gothic and Formal Cursive). Following the principles of layout, students combine both lettering and layout in personally-chosen culminating projects.

**27. Art History and Appreciation****2 hours**

A broad treatment of the visual arts from both aesthetic and historical points of view, including master works of the past, contemporary art, and practically-applied art in our environment. As an introductory course, it is suggested as an elective in art, to correlate with the Core program.

**31-32. General Drawing I and II****4 hours**

The first semester emphasizes free hand drawing of live subjects and still-life subjects. The course is planned to develop an understanding and awareness of form, light and shadow, line, pictorial composition and color. The second semester deals with extensive experimentation with a variety of media for a more versatile expression. Students work in the medium of their choice, such as pencil, pen and ink, charcoal, crayon, chalk, and water color.

**41-42. Painting I and II****4 hours**

The first semester deals with painting live subjects and still-life set-ups; understanding of oil paint as an expressive medium; and working with color, composition, various techniques and experiments. The second semester takes up figure painting and the more advanced techniques of expression in oil painting, use of water colors, and casein.



**43-44. Sculpture Workshop I and II 4 hours**

The first semester offers the student an opportunity to work in plaster and clay. Special emphasis is placed on creative form and good design. In the second semester the student has an opportunity to carve in wood and work with plastics. Extra materials fee (in each semester): \$10.00.

**47-48. Art Skills and Crafts for Elementary Teachers 4 hours**

Each course covers, through personal experience, a wide range of art projects, materials, and techniques that can be utilized in elementary teaching. Although project-oriented, both courses include art theory and effective teaching methodology. Art 47, prerequisite for Art 48, works with two-dimensional processes; Art 48, with three-dimensional. (Fee: \$10.00 per semester)

## Department of Biology

The departmental courses in biology are intended to help the student acquire: 1. A knowledge of the basic principles of the biological sciences and some skill in the application of the scientific method to biological problems. 2. The necessary background for work in graduate or professional schools of medicine, dentistry, or biological science. 3. The biological background for certain professional careers such as teaching biology in secondary schools or working with biological surveys and in museum laboratories.

Several assistantships are offered annually to qualified biology or biology-chemistry majors. Freshmen, sophomores, and juniors are welcome to apply during the last month of their respective school years.

Interested and qualified majors in biology are encouraged to implement their training in zoology and/or botany by field ecological work, marine or fresh water, in the taxonomic, embryological, and physiological areas, in any approved biological station. Formal affiliation has been made with Gulf Coast Research Lab at Ocean Springs, Miss. We strongly recommend this station. Other stations are located in Michigan, Massachusetts and along the coastal U.S. With prior consent of the department, credits received will be accepted here.

Laboratory fees: Biology 11, 12 and 22, each \$7.50. Biology 25, 26, 32, 33, 39, 42, 43, 44, 45, 51, and 55, each \$10.00.

## MAJOR PROGRAM IN MEDICAL TECHNOLOGY

This program requires completion of three years of on-campus courses and 9-12 months in-hospital training in a program approved by the American Medical Association and the American Society of Clinical Pathologists. The minimal requirements for admission to the in-hospital portion are set by the AMA and the ASCP. These are:

Chemistry: 16 hours: must include Chemistry 11/12 or equivalent (8 hours). Remaining hours may be any laboratory course for which Chemistry 11/12 are prerequisites. Suggested courses: Chem 31, 32, 33.

Biology: 16 hours: must include Biology 11/12 or equivalent (8 hours). Remaining hours may be any laboratory course for which Biology 11/12 are prerequisites. Suggested courses: Bio 25, 26, 42, 43, 45.

Mathematics: 3 hours; suggested courses: Math 12, 15.

Physics: Not required but strongly recommended.

In addition, for graduation the following requirements must be met: Core 1, 2, 3, 4, 7, 8, 9 and 10.

Major: 36 hours, includes credit for in-hospital training.

Minor: 18 hours, includes credit for in-hospital training.



Hours: 120, includes credit for in-hospital training.

Suggested schedule: Freshman year Biology 11/12, Chemistry 11/12, Core 1/2, Math and elective (total 34 hours). Sophomore year Biology 25/26, Chemistry electives, Core 3/4 (total 28 hours). Junior year Biology 35/36, Biology electives, Core 7/8, 9/10, elective (total 28 hours).

In the early part of the Junior year students should begin making application to hospitals for in-hospital training. It is not necessary to submit a transcript to the National Accrediting Agency for Clinical Laboratory Sciences since our program has blanket approval. A list of approved, affiliated hospitals is available in the office of the chairman of biology.

#### **Department Requirements:**

1. Biology 11-12 are prerequisites for all other courses in biology.
2. The requirement for a MAJOR sequence in biology is 36 hours in biology, including Biology 25-26 and 35-36. Chemistry 11-12, 31-32, and Physics 21-22 are also required. The requirement for a MINOR sequence in Biology is any 18 hours of biology.
3. A group-major in biology-chemistry is offered for pre-medical students. The requirement is 54 hours of biology and chemistry in addition to eight hours of physics. Biology 11, 12, 25, 26, 35, and 36; and Chemistry 11, 12, 31, 32, 33, 38, are required. The additional 11 hours may be chosen from the offerings in either department.

#### **Suggested Program:**

1. Biology Major Freshman: Core 1-2; Chem 11-12; Bio 11-12; Math 15; CS 10. Sophomore: Core 3-4; Chem 31-32; Bio 25-26; CS Statistics or Electives. Junior: Core 5-6; Core 7-8; Phys 21-22; Bio (elective). Senior: Core 9-10; Bio 35-36; Bio (elective); Bio 65 (Marine Biology Trip).
2. Biology/Chemistry Major Freshman: Core 1-2; Chem 11-12; Bio 11-12; CS 10 or Statistics. Sophomore: Core 3-4; Chem 31-32; Bio 25-26; Math 15; Elective. Junior: Core 5-6; Core 7-8; Phys 21-22; Chem 33-38. Senior: Core 9-10; Bio 35-36; Bio 65 (Marine Biology Trip) Bio (electives).

Biology/Chemistry majors are to observe carefully the required courses in the catalog. Some of these courses are offered only every other year. The student is, however, held responsible for meeting these requirements. Any student who has not had a high school algebra course should make arrangements to have a remedial mathematics course before Math 15.

3. Medical Technology Major freshman: Core 1-2; Bio 11-12; Chem 11-12; Math 15; Elective. Sophomore: Core 3-4; Bio 25-26; Chem 31-32; Electives. Junior: Core 7-8; Core 9-10; Bio 38; Bio 43; Phys 21-22. Senior: Off-campus training in medical technology at hospital, usually 12 months.

#### **TEACHER EDUCATION REQUIREMENTS**

*Teaching major in biology:* Core, 45 sem. hrs; professional education block, 18 sem. hrs; the biology major with these specific courses; genetics; conservation of natural resources; ecology; microbiology or animal histology; human anatomy and physiology or general physiology.

*Teaching minor in biology:* 8 hours general biology; human anatomy and physiology or general physiology; conservation of natural resources; basic chemistry; electives in biology to total 24 semester hours including a maximum of 4 credits in chemistry.

#### **PRE-DENTAL PROGRAM**

The pre-dental program is designed to enable students to meet the entrance requirements of American dental schools. In addition the program will provide the necessary course work required to score well on the Dental Admission Test (DAT).



While it is possible to apply for admission and be accepted with a non-science major, most pre-dental students major in Biology or the group major Biology/Chemistry.

The DAT is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the DAT should be taken in May of the junior year. The application procedure should be begun in the summer between the junior and senior year either by direct application or through AADSAS, American Association of Dental Schools Application Service. Materials for AADSAS application and DAT registration are available in the office of the Pre-Dental Advisor.

All pre-dental students are advised that completion of a pre-dental program at any college or university does not guarantee admission to a dental school. Admission is highly competitive and requires a GPA in the range of 3.50 and DAT scores over 5 in all test areas. Students should also be aware of residency requirements and special requirements which may be enforced by dental schools. These requirements are usually noted in the dental school handbook which is provided by each dental school with its application forms.

### **PRE-MEDICINE PROGRAM**

The pre-medical program is designed to enable students to meet the entrance requirements of medical schools approved by the American Medical Association or the American Osteopathic Association. In addition the program will provide the necessary course work required to score well on the Medical College Admissions Test. While it is possible to apply for admission and be accepted with a non-science major, most pre-medical students major in Biology or the group major in Biology/Chemistry.

The Medical College Admissions Test is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the Test should be taken in May of the Junior year. The application procedure should be initiated in the summer between the Junior and Senior years either as direct application or through AMCAS, American Medical College Admission Service. Materials for AMCAS application and registration for the MCAT are available from the Pre-Medical Advisor.

All pre-medical students are advised that completion of a pre-medical program at any college or university does not guarantee admission to a medical college. Admission is highly competitive and requires a GPA in the range of 3.6 and high MCAT scores. A new MCAT will be administered in 1977, and so we are unable to predict competitive scores until some medical school admissions committee experience is reported. Students should also be aware of residency requirements and special requirements which may be enforced by medical colleges. These requirements are listed in a book which may be purchased from the American Medical Association entitled "Medical School Admissions Requirements." This book is revised each year.

### **PRE-VETERINARY MEDICINE PROGRAM**

The requirements for admission to a School of Veterinary Medicine are such that they can be met in two years of course work at most colleges and universities in the United States. They are usually quite similar to the standard courses taken in the freshman and sophomore year of a Biology or Biology/Chemistry major on this campus. Pre-veterinary students are asked to register as Biology or Biology/Chemistry majors when they first enter Saint Joseph's College.

During the first year of classes the pre-veterinary student should contact one or more veterinary schools to obtain a catalog and list of specific requirements. Upon receipt of these data the pre-veterinary student should meet with his or her advisor to plan the sophomore year courses. The courses elected will be those which will enable the student to meet the specific requirements of the veterinary school.



Because of the very large number of applicants for a small number of places in the 19 Schools of Veterinary Medicine in the United States, the GPA required to be competitive is in the range of 3.80. The Schools of Veterinary Medicine have recently announced that they will also require a Pre-Veterinary Admissions Test. At the present time the dates of administration and scores to be competitive are not known. When information becomes available, it will be announced by the Biology Department Chairman.

All Pre-veterinary students are advised that completion of a pre-veterinary medicine program at any college or university does not guarantee admission to a School of Veterinary Medicine. Students should be aware of residency or special requirements which might be enforced by any of the Schools of Veterinary Medicine. These are usually noted in the catalog of each of the Schools.

## **COURSES IN BIOLOGY**

### **11-12. Introduction to Experimental Biology 8 hours**

An introductory discussion of the concepts and methods of biology with stress on laboratory investigations to emphasize biology as a science of enquiry. The open-end type of laboratory allows students to develop areas of interest to their fullest capacity. This course is prerequisite to all other course offerings in Biology. Three lectures, one discussion period and one three-hour laboratory period each week. (Open to Biology majors in the freshman year, to non-majors in the sophomore year.) Offered every year.

### **21-22. Human Anatomy and Physiology 6 hours**

An introductory course intended for physical education, primary and secondary education and psychology majors. The course is recommended for students preparing to teach Biology or health in high school. Three lectures or two lectures and one two-hour lab period each week. Offered every year. No prerequisites. Cannot be counted for Biology, Biology-Chemistry or Medical Technology major.

### **25. Comparative Vertebrate Anatomy 4 hours**

The study of type forms of different classes of vertebrates, from the viewpoint of the morphological and physiological relationships of the various organs and systems. Three lectures and one three-hour laboratory period each week. Offered every year.

### **26. Embryology 4 hours**

Laboratory study of the developmental anatomy of frog and chick embryos. Lecture emphasis is placed on analysis of the processes of development and a study of elementary experimental embryology. Three lectures and one three-hour laboratory period each week. Offered every year.

### **30. Introduction to Scientific Latin and Greek 1 hour**

A study of the elements of the Greek and Latin languages, together with their roots and the corresponding English derivations commonly used in biological, chemical, and medical sciences. Open to sophomores, juniors, and seniors. One 90 minute lecture each week. Written exam given each class meeting. No final exam.

### **31. History of Biology 2 hours**

A survey of the development of the science of biology. Particular attention is given to the interplay of philosophy and science and to the development of the conceptual framework of biology. Required readings and papers. Written exam given each class meeting. No final exam.

### **32. Conservation of Natural Resources 3 hours**

A study of the principles and methods of conservation of natural resources (soils, water, atmosphere, biotic, mineral, and human powers) with emphasis on biological conservation as practiced in the United States. Three lectures with field work each week. Offered in cycle with Ecology (Biology 33) in second semester and spring session.



**33. Ecology 4 hours**

The study of organisms in relation to their environments, namely, physical: light, temperature and water; biogeochemical; chemical cycles, energy cycles and geological cycles; biotic: food chains and competition. Three lectures with field work each week. Offered in cycle with Conservation (Biology 32) in second semester and spring session.

**35-36. Seminar in Biology 2 hours**

Intensive discussion of selected topics in biology led by senior members of A.I.B.S. with guidance from the staff. **REQUIRED FOR GRADUATION OF ALL SENIORS MAJORING IN BIOLOGY OR BIOLOGY-CHEMISTRY GROUP SEQUENCE.** Offered every year.

**38. Genetics 3 hours**

A study of the general principles of heredity and the operation of hereditary factors in the origin and development of species and of individual traits.

**39. Methodology and Instrumentation 3 hours**

A resume of the more common, important lab methods and/or techniques and lab instrumentation which a student may not have encountered in other courses. Methodology includes e.g., techniques of collection and preservation of animal and plant specimens, tissue culture, pure culture, other more recent lab techniques, together with current literature reviews. Instrumentation embraces demonstration and student uses of more sophisticated lab equipment, e.g., respirometry, Tecktronix, physiography, phase and fluorescence microscopy, spectrometry, electrophoresis and chromatography. This course (with appropriate modifications) satisfies the biology teacher requirement. One lecture and two two-hour lab periods each week.

**42. General Physiology 4 hours**

The physiological process at the organismic level are analyzed and correlated with the simpler manifestations at the cell level. Among the topics discussed are the structure and composition of cells, reactions of organisms to the environment, adjustment and maintenance of the internal environment, energy sources and utilization of energy for movement, production of electricity. Two lectures and two two-hour laboratory periods each week.

**Prerequisites: Physics 22 and Chemistry 32.**

**43-44. Microbiology 8 hours**

A study of bacterial structure, life activities, and classification; also introductory studies in immunology, mycology, parasitology, and virology. Laboratory methods of culture, isolation, and identification of various saprophytic and pathogenic organisms, particularly enteric forms; some serological techniques; water, milk, soil and food bacteriology. Two lectures and two two-hour laboratory periods each week.

**Prerequisite: Chemistry 32.**

**45. Animal Histology and Microtechnique 4 hours**

A microscope study of prepared normal vertebrate tissues and organs, with special reference to human tissues. Laboratory is exclusively devoted to preparations of slides of plant and small animal tissues. Three lectures each week and independent laboratory periods.

**55. Independent Study 1-3 hours****65. Marine Field Trip 4 hours**

Offered during the spring session each year. Three weeks at a marine biology field station during which taxonomic collections and collecting techniques are the major work. May be elected more than once.

**Strongly Suggested for all Biology and Biology-Chemistry Majors.**



## Department of Business Administration

The courses in business administration have been designed to provide the knowledge required for positions in business. Their aim is to combine specific preparation with a background in general education, which with experience, should enable one to assume positions of higher responsibility more rapidly and competently.

### Departmental Requirements:

1. Business Administration 21, 22, are *prerequisites* for all courses.
2. The requirement for a *major* in business administration is 36 hours also including Bus. Ad. 38 (Statistics). Also required are Econ. 21-22 and Acct. 21-22.
3. The requirement for a *minor* sequence in business administration is 18 hours including Bus. Ad. 38. Also required is Acct. 21. Minors are encouraged to take further courses in accounting and economics.
4. A group-major in business administration-data processing requires 33 hours of business administration including Bus. Ad. 31, 35, 38, 41, 42, 49, and 50. In addition, 21 hours of computer science are required including CS 26, 31, 33, 34, and 53.

### Suggested Program:

1. In their freshman year, students majoring in business administration will take Core 1-2; Accounting 21-22 or Economics 21-22; Business 21-22.
2. The major in business administration should consider accounting-finance for a minor area.
3. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

### Teacher Education Requirements

For those business administration majors who wish to teach in secondary schools, an area major in social studies is available. The following courses are required: Core, 45 semester hours; professional education block, 18 semester hours; 6 hours American history; 3 hours world history; 3 hours political science; 3 hours sociology; 9 hours geography (E.S. 11, 24, 26); 3 hours statistics; 6 hours principles of economics; and 9 additional hours of history or economics.

## COURSES IN BUSINESS ADMINISTRATION

### 8. Finite Mathematics (Math 8) 3 hours

This course is intended as a preparation for the course in elementary statistics. Topics include: set theory, symbolic logic, relations and functions, sequences and series, combinational analysis, and an introduction to the basic concepts of probability and discrete random variables.

### 21. Introduction to Business 3 hours

A survey course of the field of business in the American free enterprise economy. Designed for students who plan to major in Business Administration and for others who are interested in a broad general knowledge of business. Students become acquainted with the different forms of business ownership, marketing, management, finance, and business-government relations.

### 22. Principles of Marketing 3 hours

A study of the structure and process of marketing with emphasis upon the manner in which marketing distributes economic resources and stimulates demand. Consumer, industrial and government markets are analyzed and the resources of the



economy are reviewed from the standpoint of the marketing problems they present. The organization of marketing is described with special attention devoted to channels of distribution and the various types of retailers and wholesalers. Descriptive cases and commodity analyses are used throughout the course.

**30. Small Business Management 3 hours**

This course is aimed at the student interested in starting and operating his own small business. It will emphasize those problem areas axiomatic of small enterprises rather than large corporations. Materials, films and lectures from the Small Business Administration will be used extensively. (Spring Session only)

**31. Production Management 3 hours**

The purpose of this course is to present a framework of principles, methods, procedures, and techniques of factory management, and to develop the student's ability to make sound managerial decisions, especially at the operational level. By means of selected case problems, emphasis will be placed upon the following topics: research, development, and engineering; manufacturing processes; the management of physical property; motion and time study; production planning and control operations research; quality control, and cost control.

**32. Personnel Management 3 hours**

An analysis of the personnel function in the management of business enterprises. Problems in selection, placement, compensation, training, and maintenance of work teams in different types of business enterprise will be considered. Emphasis will be placed on both the functions of the personnel manager and the individual line managers and supervisors.

**33. Principles of Insurance 3 hours**

Assuming no prior knowledge of insurance, this course is aimed at the student interested in the area of insurance, either for personal use or career possibilities. It will emphasize life insurance, health insurance and casualty insurance. (Spring Session only)

**34. Sales Management 3 hours**

A study of the managerial functions of the sales manager, with particular reference to problems involved in investigations of marketing, planning and the sales effort, management of sales and service personnel; and control of the sales operations. The preliminary part of the course is devoted to a study of the principles and techniques of personal selling. This involves examination of the various aspects of selling such as: development of psychological rapport with prospects, organization of prospecting activities, analysis of public relations problems.

**35. Principles of Management 3 hours**

The purpose of this course is to present a carefully organized system of concepts by which the basic meaning and the universal principles of management can be grasped. This course is limited to a treatment of that body of fundamental principles which underlies all management regardless of type or size of business. A study of the structure of industry in the U.S., the objectives and means of a business enterprise, the functions of business, the environment of a business, the purpose and methods of management, administrative decision-making and functions of management.

**36. Principles of Real Estate 3 hours**

The objective of this course is to acquaint the student with the fundamental principles of real estate that are involved in the ownership and transfer of real property interests. (Spring Session only)

**38. Elementary Statistics 3 hours**

An introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distributions, measures of location, measures of variation, probability and decision-making problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis on the interpretation and use of statistical analysis in business and economic problems.



**39. Retailing Organization and Operation****3 hours**

This is a basic survey course which includes an analysis of the opportunities, development and present status of the retailing industry. Course content includes: Methods of store management, principles of store location, organization for control of merchandise, devices for improvement of store services, control of store expenditures, and coordination of credit, sales and other marketing activities.

**41. Managerial Decision-Making****3 hours**

A course designed to present an organized and integrated approach to the managerial decision-making process. Emphasis will be placed on the following topics: the nature of the decision-making process; the stages of decision-making; the use of premises in decision-making; decision and implication; validating forms for decision-making; planning and decision-making; organizing for effective decision-making; controlling and decision-making; operations research; application of quantitative methods to the solution of business problems; and the implementation of decisions. Problems will be presented to give the students practice and guidance in arriving at valid decision.

**42. Seminar in Administrative Policy****3 hours**

This course is designed to give students practice in policymaking thereby enhancing their ability to identify, analyze, interpret and evaluate business policies, especially those of large corporations. Through the study of actual business situations, the student will learn to diagnose a company's policy decisions. Cases are selected from a variety of industries to emphasize the universality of management problems and to give the student a facility for solving problems wherever they may develop. An attempt will be made to focus previously gained knowledge of accounting, finance, management, marketing and economics upon such matters as organizational, administrative, procurement, production, sales, labor, financial and expansion policies.

**45. Advertising: Principles and Procedures****3 hours**

A study of the role of advertising in the marketing structure and as a marketing tool of the individual firm. Consideration is given to the character of demand as seen by the individual firm and the opportunities for modifying it through the use of advertising. Content of the course includes an analysis of buying motives, social forces involved in consumer behavior, measurement of the market potential determination of proper advertising budgets, media allocations, and the devices used to measure the effectiveness of advertising campaigns.

**49. Marketing Research****3 hours**

The use of scientific methods by business in gathering and utilizing marketing data in the efficient selling of merchandise. An analysis of advertising selling and price and product problems that market research may assist in solving, research methods and techniques; analysis and interpretation of typical marketing data; questionnaire building and methods of sampling; a survey of problems that a division of marketing is likely to face; analysis of markets through company records, published sources and original investigation.

**50. Marketing Management****3 hours**

A study of the marketing problems of the firm approached from a management point of view. Emphasis is placed on the development of the student's ability to analyze marketing situations, identify problems, determine solutions, implement corrective action, and plan strategy. The student learns how the marketing management functions of merchandising, channel selection, determination of brand policy and price policy, sales promotion, advertising and personal selling integrate to produce an effective marketing program.

**55. Independent Study****1-3 hours**



## Department of Chemistry

The courses in the Department of Chemistry are designed to help the student: 1. to understand and appreciate by means of basic courses, the principles and concepts of chemistry. 2. To understand basic phenomena in the related physical and biological sciences. 3. To proceed into and obtain a bachelor's degree in chemistry at another institution. 4. By means of carefully supervised laboratory work: to observe carefully and accurately natural phenomena, and to realize and appreciate problems associated with the application of theoretical principles to actual experimental work.

Unless otherwise noted, laboratory periods are of three-hour duration. Laboratory fees: Chemistry 11, 12, 31, 32, 33 and 55 each \$10.00.

### Departmental Requirements:

1. Chemistry 11-12 are *prerequisites* for all courses in chemistry. It is further necessary, for the student minoring in chemistry, to show credit in Mathematics 15, and Physics 21-22. It is recommended but not required to show credit in Math 25, 26.

2. The GROUP MAJOR in biology-chemistry consists of Biology 11, 12, 25, 26, 35, 36; Chemistry 11, 12, 31, 33, 38, and 11 additional hours chosen from the Biology and Chemistry offerings, in addition to eight hours of physics.

### Suggested Program:

1. Freshman students minoring in Chemistry take: Core 1-2; Chemistry 11-12; . Math. 15.

2. Requirements to be taken in the sophomore year are Chemistry 31-32.

3. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

### Teacher Education Requirements:

*Teaching minor in chemistry:* 24 hours in chemistry.

## COURSES IN CHEMISTRY

### Chemistry 1

**3 hours**

This course in theoretical as well as practical chemistry is designed for students intending to teach in elementary school. It does not satisfy the chemistry requirement for a major or minor in science. Two lectures and one two-hour laboratory period per week.

### 11-12. General Chemistry and Elementary Analysis

**8 hours**

The introductory chemistry course stresses the general principles of chemical science, together with an exploration into the inorganic chemistry of the elements. The laboratory work includes a qualitative analysis for elements in the first semester and an introduction to quantitative analysis in the second semester. Two formal lectures, one quiz section, and three hours of laboratory work per week.

### 31-32. Organic Chemistry

**8 hours**

A study of the structure, reactions, and properties of the aliphatic and aromatic carbon compounds. The applications of organic chemistry in industry and medicine are emphasized. In the laboratory the important methods and techniques are stressed. The material presented in the lectures is illustrated by the preparation and identification of typical compounds. Three lectures and one laboratory period each week.

**Prerequisites:** Chemistry 11-12.



**33. Quantitative Analysis****4 hours**

A study of the theoretical principles upon which analytical methods are based. Included are a survey of the field of analytical chemistry and a detailed investigation of the standard methods. Volumetric and gravimetric experiments are carried out in the laboratory. Two lectures and two laboratory periods per week.

**Prerequisites: Chemistry 11-12.**

**38. Biochemistry****3 hours**

A study of the molecular structures and properties of carbohydrates, proteins, nucleic acids, lipids, and enzymes. The chemical nature and molecular interactions of enzymes, DNA and RNA are stressed. Bioenergetic principles are discussed.

**Prerequisites: Chemistry 31-32.**

**55. Independent Study****1-3 hours**

## Department of Communications and Theatre Arts

The Department of Communications and Theatre Arts has as its aim the following goals: 1. to instill an understanding and appreciation of oral rhetoric and its function in a liberal education; 2. to develop the student's resources, ability, and facility for the spoken communication of thought and emotion; 3. to prepare students for graduate study in speech; 4. to foster an appreciation of theatre in our culture.

### Departmental Requirements:

1. Communications 15 is a *prerequisite* for all speech courses.
2. The requirement for a *major* sequence in Communications and Theatre Arts is 36 hours so distributed as to include 9 hours in general survey, 9 hours in public address and 6 hours in theatre. The requirement for a *minor* in Communications and Theatre Arts is any 18 hours. The department urges those who intend solely to minor in Communications and Theatre Arts to select courses designed to complement their major programs of study.
3. No language is required for those students who wish a Bachelor of Science in Communications and Theatre Arts. Complementary courses may be taken in English, sociology, psychology and political science at the recommendation of the department. Intermediate level of foreign language is required for the Bachelor of Arts degree.

### Suggested Program

1. Students planning to major in Communications and Theatre Arts will take: Core 1-2; Communications 15; Sociology 21; Political Science 21-22; Psychology 10.
2. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

### Teacher Education Requirements

*Teaching major in speech:* Core, 45 semester hours; professional education block, 18 semester hours; 9 hours from discussion and debate area; 9 hours from dramatics and oral interpretation area; physical bases of speech; 5 hours of radio and television, elements of speech improvement; 8 hours of mathematics and/or science are required for the major in speech. The total hours in speech and/or upper level English or upper level social sciences must total 38.

*Teaching minor in speech:* 3 hours from the discussion and debate area; 3 hours from the dramatics and oral interpretation area; 3 hours of radio; speech correction and electives to total 24 hours in speech.



**COURSES IN COMMUNICATIONS****15. Fundamentals of Oral Communication 3 hours**

A study of the types and modes of public address. Practice in speech preparation and presentation. The student delivers between five and eight speeches during the semester.

**16. Physical Bases of Speech 2 hours**

Emphasis placed on achieving acceptable and pleasing voice and articulation. Content shall include: physical bases of speech, group reading, individual work, drills and exercises.

**24. Theatre Laboratory 1 hour**

Applied practice in theatre. Participation in all phases of theatre activity and performance.

**Required of all communication majors.**

**25. Radio Laboratory 1 hour**

Applied practice in radio.

**30. Advanced Oral Communication 3 hours**

Application in composition and delivery of the principles underlying all forms of speech. Practice in speaking on subjects of current interest and the student's choice.

**31. Group Discussion 3 hours**

The content and methodology of participation and leadership in group problem-solving activities.

**32. Play Production 3 hours**

A study and application of the technical aspects of play production as they relate to the theatre. Practice in making a prompt book, stage lighting, scene design, set construction, and costuming. Participation in student productions is required.

**33. Argumentation and Debate 3 hours**

The study of argumentation techniques used in formal and contest debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues.

**Required of all communication majors.**

**34. Oral Interpretation of Literature 3 hours**

The development of the student's abilities in reading aloud through exercises in the analysis and communication of the logical content of the printed page. Special attention will be given to a study of literature, prose and poetry, as they affect the understanding and performance of the oral interpreter.

**35. Oral Interpretation of the Modern Drama 3 hours**

A study of the forms and content of the modern drama (Ibsen to the present day) as they affect the understanding and performance of the oral interpreter.

**38. Acting 3 hours**

A basic course for the beginning actor. Emphasis placed on body movement, use of the voice, stage directions, characterization, dramatization, emotional recall and vocal interpretation of the play script. The student will present scenes and short acts in class for critical purposes. Opportunity for participation in college productions.

**39. Advanced Acting 3 hours**

Detailed study of the acting techniques employed in classical drama.

**Prerequisite: CTA 38 or permission of the instructor.**

**40. Persuasion 3 hours**

Critical evaluation of the major principles and techniques of persuasion as they relate to public address and informal discussion.

**43. Elements of Speech Improvement 3 hours**

Diagnosing simple speech defects and disorders, nasality, lisping, omissions, additions, substitutions, inversions. Theory of improving simple defects and disorders.



**45. Basic Radio and Television Theory****3 hours**

Study of radio and television equipment and production. Opportunity is offered to work for credit on radio station WOWI and produce own shows for video tape recordings.

**55. Independent Study****1-3 hours**

## Department of Computer Science

Computer Science is concerned with the representation, storage, manipulation, retrieval and presentation of information. It deals with problems of designing the machines that perform these operations, plus implementing the means of communication between machines and between man and machine. The theoretical foundation of Computer Science overlaps other field such as pure and applied mathematics, numerical analysis, philosophy, linguistics, psychology, social sciences, business administration and biology.

Laboratory fees: CS 5, 10, 22, 24, 26, 33. \$10.00 each.

### ASSOCIATE DEGREE

The department offers a two-year Associate in Science degree. The purpose of the associate degree is to give a two-year terminating program in data processing, training students in the basic skills of data processing and application programming, so that they might fill the work load need throughout the computer and business industry.

The approved sequence of courses for the associate degree is: 1. Freshman year — Cores 1, 2; Computer Science 5, 10, 26; Mathematics 8, 12; Communications 15. 2. Sophomore year - Cores 3, 4; Computer Science 22, 33; Business 38; one other course in computer science.

Electives are recommended in introductory courses in accounting, business, economics, and computer science to obtain a total of sixty hours. The course design permits those in the program to continue their education to the bachelor's degree if desired.

### GROUP-MAJORS

Students wishing to earn a group-major in one of the areas listed below, must complete a 54 hour program.

1. Accounting-Computer Science: Accounting 21, 22, 31, 32, 33, 35, 36, 45, and 47. Computer Science 10, 22, 26, 31, 33, 34, 53, six additional hours in accounting and/or finance to be determined in consultation with the major professor.

2. Business Administration-Data Processing: This program requires 33 hours of business administration including business administration 31, 35, 38, 41, 42, 49, and 50. In addition, 21 hours of computer science are required including CS 26, 31, 33, 34, and 53.

3. Finance-Computer Science: Finance 21, 33, 34, 36, 40, 44, 48, and 50. Computer Science 10, 22, 26, 31, 33, 34, 53, and Business Administration 38. Six additional hours in accounting and/or finance to be determined in consultation with the major professor.

4. Mathematics-Computer Science: This program requires a minimum of 30 hours of mathematics including Math 32 and 35. Math 36, 37, 38, and 42 are recommended but not required. In addition, a minimum of 21 hours of computer science is required including CS 24, 31, 33, 34, 39 and 53; 3 hours of mathematics or computer science to be elected from the mathematics and computer science offerings.



**COURSES IN COMPUTER SCIENCE****5. Computer Operations and Data Processing 3 hours**

A study and development of skills in the fundamentals of unit record processing as applied to the computer. A survey of data processing methods and trends. Hands-on use of the sorter, collator, reproducer, interpreter, computer, etc. Organization and job flow techniques, introduction to flow charting and programming. A good first course for non-computer majors.

**10. Introduction To Programming For Digital Computers 3 hours**

Programming of digital computers in a problem-oriented language (FORTRAN). Problems will be selected from the areas of numerical and non-numerical applications. The course is intended to prepare the student to use the computer in the physical and non-physical sciences.

**22. Introduction To Algorithmic Processing — Commercial 3 hours**

Introduction to the intuitive notion of an algorithm; representation of algorithms in narrative form as flow charts and as computer programs; a general structure of computers; computer experience using a procedure-oriented language in programming algorithms such as those used in general data processing applications.

**Prerequisite: CS 10.**

**24. Introduction To Algorithmic Processing — Scientific 3 hours**

Introduction to the intuitive notion of an algorithm; representation of algorithms in narrative form as flow charts and as computer programs; a general structure of computers; computer experience using a procedure-oriented language in programming algorithms such as those used in elementary numerical calculations; a study of problem-oriented languages as linear programming and COGO.

**Prerequisite: CS 10.**

**26. Systems Analysis for Accounting (Acct. 26) 3 hours**

To learn how to approach and solve problems using quantitative methods as applied to the data processing equipment available. Input, output and storage design of data and data-structures. The course includes the normal steps in the complete development of a data processing system for business enterprises. COBOL and/or RPG languages will be used in programming the applications studied.

**31. Logic and Finite Automata 3 hours**

Examples of informal axiomatic theories and their interpretations, use, or propositional calculus. Discussion of Turing machines, Post systems, regular expressions, and their relation to finite automata.

**Prerequisite: CS 10**

**33. Programming Languages 3 hours**

Syntax and semantics of several classes of programming languages (i.e. FORTRAN, COBOL, ALGOL, APL, RPG, PL -1). Students are expected to write, debug, and run programs in several of the major languages discussed.

**Prerequisite: CS 22 or 24 or consent of instructor.**

**34. Computing and Programming Systems 3 hours**

Computer organization as it affects programming. Number and symbol representation codes. Error detecting and correcting codes. Functional characteristics of the major units of a digital computer. Sequential and random access storage systems. Input-output channels, buffering, interrupt handling. Interrupt service routines will be written and tested.

**Prerequisite: CS 22 or 24 or consent of instructor. Junior/Senior level.**

**39. Numerical Analysis (Math 39) 3 hours**

Finite differences, numerical differentiation, integration, solution of equations and differential equations. Special reference to the use of digital computers.

**Prerequisite: CS 10 2nd Math 35.**

**53. Simulation 3 hours**

The course is designed to direct the student toward the applications of computer



simulation with emphasis in model formulation. The orientation and application area depends upon the interest of the student. Simulation Languages will be studied (i.e., Systems Dynamics, GPSS, GASP, SIMSCRIPT, etc.) Programs will be written in GASP and in Systems Dynamics.

**Prerequisite: CS 22 or 24.**

**55. Independent Study**

**1-3 hours**

## Department of Earth Science

The courses offered by the Department of Earth Science are designed to meet the following objectives: 1. Expose the student to the multitude of natural phenomena that embrace the Earth, and in so doing broaden the appreciation and understanding of this finite environmental system. 2. To permit the student with a major in Earth Science an opportunity to concentrate in geobiology (paleontology-oceanography), geology-physics (geophysics-engineering geology), environmental geology as career or graduate study options. 3. Enable the student to take multidisciplinary science courses essential to a major in Environmental Science. 4. To provide interested students an opportunity to concentrate in Earth Science as a teaching minor. 5. Make available a minor sequence for students interested in the earth sciences.

### Departmental Requirements:

1. Earth Science 11 is a prerequisite for all upper level courses in earth science.
2. The programs presented for Earth Science options and Environmental Science should be followed; however, where essential they may be modified to meet special professional or graduate study requirements.
3. The requirements for a minor sequence in Earth Science is 18 hours including Earth Science 11, 12.

Laboratory fees: Earth Science 11 and 12, each \$5.00. Earth Science 33, 34, 36, 37, 39 and 41, each \$7.50.

### Teacher Education Requirements:

Teaching minor in Earth Science: Earth Science 11, 12, 25, 26; conservation of natural resources and electives in Earth Science to total 24 hours.

### Program Options Leading to Bachelor of Science Degree in Earth Science

#### Suggested Program in Geobiology:

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Biology 11-12; Earth Science 33-39; Elective. Junior: Core 5-6; Core 7-8; Biology 38 and 65 (Marine Biology Trip); Computer 10; Elective. Senior: Core 9-10; Biology 25, 33 and 39; Earth Science 55; Elective.

#### Suggested Program in Geology-Physics:

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Earth Science 33-39; Mathematics 25-26; Physics 21-22; Elective. Junior: Core 5-6; Core 7-8; Earth Science 34-44 and 36 (Field Methods and Mapping); Mathematics 35; Physics 31-33 or 46. Senior: Core 9-10; Earth Science 37-43; Economics 21-22; Elective.



**Suggested Program in Environmental Geology:**

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Biology 11-12; Computer 10; Earth Science 33-39. Junior: Core 5-6; Core 7-8; Earth Science 28, 34, 41, 44 and 36 (Field Methods and Mapping; Elective. Senior: Core 9-10; Biology 33; Earth Science 26, 37, 43 and 59; Elective.

**Program Leading to Bachelor  
of Science Degree  
in Environmental Science**

This program is designed to prepare a graduate to perform laboratory and field work, to assume an administrative position in government or industry, or to pursue graduate study. Students should seek guidance on elective options at the inception of this program.

**Environmental Science Program Requirements:**

Freshman: Core 1-2; Biology 11-12; Chemistry 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Earth Science 11, 26 and 28; Physics 21-22. Junior: Core 5-6; Core 7-8; Biology 32-33; Chemistry 33; Computer 10; Elective; Summer Field Laboratory in Pollution. Senior: Core 9-10; Earth Science 59; Economics 21 and 38; Electives.

**COURSES IN EARTH SCIENCE****11. Earth Science****3 hours**

This course introduces the student to earth studies through a study of the following topics: rock weathering, mass wasting, sculpture of lands by streams, subsurface water, soils, glaciation, eolian processes, marine erosion and deposition, volcanism, deformation of the earth's crust, earthquakes, the common minerals and rocks, topographic maps. Two lectures and one laboratory period each week.

**12. Historical Geology****3 hours**

A study of the geochronology through the following topics: earth history recorded in the rocks, the constant change of living things, the scale of time, the Precambrian, Paleozoic, Mesozoic, Cenozoic world, fossils, geologic maps and charts. Two lectures and one laboratory period each week.

**Prerequisite: Earth Science 11.**

**24. Anthropological Geography****3 hours**

A conceptual course tracing the evolution of man and races, the character and arrangement over the earth of the physical-biotic systems that constitute the natural surroundings of man and concepts evaluating the significance to man of the natural surroundings. *Offered every winter of odd-numbered years.*

**25. Astronomy****3 hours**

A non-mathematical introduction to astronomy including the history of astronomy, determination of location using celestial bodies, and main features of the known universe. Also an emphasis on tools used in astronomy and speculation concerning the origin of planets, stars, and galaxies. *Offered every Fall of even-numbered years.*

**26. Meteorology****3 hours**

An introduction to meteorology with emphasis on the vertical structure of the atmosphere, cloud formations, general air circulation, air mass exchange, and various atmospheric and weather processes. *Offered every Winter of even-numbered years.*

**28. Man and His Environment****3 hours**

The treatment of contemporary concepts of analyzing the problems and characteristics of the environment. Discussion of current literature from various pertinent disciplines is emphasized. *Offered every Winter of odd-numbered years.*



- 32. Economic-Political Geology** **2 hours**  
 The genesis, areal distribution, and political importance of the most significant metaliferous and non-metaliferous resources of the earth. Time is also devoted to the organic residues (coal, petroleum, and natural gas), and subsurface water. The course is designed to meet the needs of students with varying backgrounds.  
**No prerequisite.**
- 33. Mineralogy** **4 hours**  
 A course dealing with physical, chemical, descriptive, economic, and determinative mineralogy, and the fundamentals of crystallography. Two lectures and two laboratory periods each week.  
**Prerequisite: Chemistry 11, 12 or consent of Instructor.**
- 34. Optical Mineralogy** **3 hours**  
 Theory and practice of determining the optical properties of minerals with the aid of the petrographic microscope. One lecture and two laboratory periods per week. *Offered every Fall of odd-numbered years.*  
**Prerequisite: Earth Science 12, 33.**
- 35. Geomorphology** **3 hours**  
 The study of the land forms produced by various geologic processes on the surface of the earth; the use of land forms in the determination of geologic history. Two lectures and one laboratory period each week.  
**Prerequisite: Earth Science 12.**
- 36. Field Methods and Mapping** **3 hours**  
 This course treats the use of the transit theodolite, plane table and alidade, Brunton compass, and other instruments used in field mapping and problems. Offered in the Spring Session.  
**Prerequisite: Earth Science 11-12 or consent of Instructor.**
- 37. Aerial Photographic Interpretation** **2 hours**  
 This course embraces the evaluation and depiction of geologic phenomena, vegetal distribution, drainage patterns, and cultural features. Two two-hour laboratory periods per week. *Offered every Winter of even-numbered years.*
- 39. Petrology** **3 hours**  
 A study of the formation, occurrence, and characteristics of the common rocks together with their field identification. Two lectures and one laboratory period each week. *Offered every Winter of even-numbered years.*  
**Prerequisite: Earth Science 12, 33.**
- 41. Invertebrate Paleontology** **4 hours**  
 Morphology, classification, geologic significance of fossils; special emphasis on the study of index fossils of North America. Three lectures and one laboratory period each week. *Offered every Fall of odd-numbered years.*  
**Prerequisite: Earth Science 12.**
- 43. Structural Geology** **4 hours**  
 A study of the framework of the earth's crust, the deformation of the earth, its causes and effects. Three lectures and one laboratory period each week. *Offered every Fall of even-numbered years.*  
**Prerequisites: Earth Science 12 and Math 15.**
- 44. Stratigraphy and Sedimentation** **4 hours**  
 Methods of description, classification, interpretation, and correlation of rock units. Laboratory exercises are designed to aid in understanding stratigraphic problems, fundamentals of sediment study methods, paleo-environments, and facies changes. Two lectures and two laboratory periods each week. *Offered every Winter of odd-numbered years.*  
**Prerequisites: Earth Science 12, 39, 41.**
- 55. Independent Study** **1-3 hours**



**59. Environmental Systems****3 hours**

This course is conducted as a seminar with faculty from Biology and Earth Science Departments sharing in the selection of specific topics to be covered. It is intended to provide the student with current information on governmental agencies and legislation concerned with the environment. Further, considerable time will be spent on causes and cures of environmental destruction from an engineering point of view. *Offered every Fall of even-numbered years.*

**Department of Economics**

The program in economics has the following objectives: 1. To enable the student to gain a basic understanding of our economic system, to provide a field of concentration for those students who wish to pursue economics as their major study, and to offer those courses which are approximately a part of the preparation for the study of business, government, and law. 2. To provide the requisite training for the teaching of economics in high schools, for the pursuit of graduate courses in economics, and for entrance into graduate schools of business.

**Departmental Requirements:**

1. Economics 21-22 are *prerequisites* for all courses. Students majoring in economics are likewise required to take Accounting 21 and either Accounting 22 or Mathematics 25.

2. The requirement for a *major* sequence in economics is 36 hours, including Economics 31, 32, 38. The requirement for a *minor* sequence is any 18 hours.

3. Students expecting to pursue graduate work in economics are advised to take Mathematics 15, 25, 26 and Economics 46.

**Suggested Program:**

1. In the freshman year it is suggested that students majoring in Economics take: Core 1-2; Economics 21-22; and Accounting 21-22.

2. In the sophomore year it is suggested that students majoring in Economics take: Core 3-4; Economics 31-32 (if offered); Economics 35 and 38.

3. Students should see their faculty advisor prior to scheduling their junior and senior courses. This is particularly important for those students contemplating graduate study. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered for the second.

**Teacher Education Requirements:**

*Teaching major in social studies:* Core, 45 hours; professional education block, 18 hours; world history, 3 hours; American history, 6 hours; sociology, 3 hours; political science, 3 hours; geography, 9 hours (E.S. 11, 24, 26); and the economics major.

*Teaching minor in economics:* 15 hours in economics.

**COURSES IN ECONOMICS****21. Principles of Economics: Macroeconomics****3 hours**

A study of the principles and problems connected with the level and fluctuation of national income and employment and the economics of growth.

**22. Principles of Economics: Microeconomics****3 hours**

A study of the principles and problems connected with the production, exchange and consumption of economic goods, and the principles of international trade.



**31. Intermediate Income Analysis 3 hours**

An intensive study of national income accounting and the theory of national income determination with special emphasis on the policy implications of the analysis. *Offered every Fall of odd-numbered years.*

**32. Intermediate Price Analysis 3 hours**

An intensive study of the theory of price in both the output and input markets with special emphasis on the application of modern tools of analysis to concrete business and public problems. *Offered every Winter of even-numbered years.*

**35. Money and Banking 3 hours**

A study of monetary standards, banking principles, and monetary theory with emphasis on the financial institutions of the United States. *Offered every Fall semester.*

**36. Comparative Economic Systems 3 hours**

A study of the economic systems existing in the contemporary world with special emphasis on the comparison of these systems with the mixed enterprise system of the United States. *Offered every Winter of odd-numbered years.*

**37. Government and Business 3 hours**

A study of the foundations for government intervention in business and the activities in which it currently engages in relation to business, with emphasis on federal legislation as it applies to the maintenance of competition. *Offered every Fall of odd-numbered years.*

**38. Elementary Statistics (Bus. Ad. 38) 3 hours**

An introduction to the fundamentals of modern statistics. Topics include the following: collection and organization data, descriptive statistics, probability and decision-making, problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis is on the interpretation and use of statistical analysis in business and economic problems.

**There is no prerequisite for this course.**

**40. Public Finance (Pol. Sci. 40) 3 hours**

A study of the principles of finance in government. Topics to be considered will include public revenues and expenditures, taxation, public debt, governmental budgeting, and fiscal policy. *Offered every Winter of even-numbered years.*

**42. American Economic History (History 38) 3 hours****43. Labor Economics 3 hours**

The course concentrates on the size and composition of the labor force, the history of the labor movement, the issues involved in collective bargaining, wages and hours, unemployment, and social security. *Offered every Fall of even-numbered years.*

**44. International Finance (Finance 44) 3 hours**

Examines the effects of trade on national income and production, the various policies that can be used to correct balance of payments problems, and the alternatives to the present international monetary system.

**46. Introduction to Econometrics 3 hours**

An examination of statistical methods frequently used in economics. Emphasis is given to the theory and application of multiple linear regression analysis.

**Prerequisites: Economics 38 or equivalent.**

**50. Seminar 3 hours**

The seminar will be directed to a discussion of current issues in economics which are not covered in the content of other courses. *Offered every Fall of even-numbered years.*

**55. Independent Study 1-3 hours****59. Topics in Economics 3 hours**



## Department of Education

### REQUIREMENTS FOR ALL STUDENTS PREPARING FOR ELEMENTARY OR SECONDARY TEACHING:

- Within two weeks after the initial registration at Saint Joseph's College, each prospective teacher is to register with the Education Department, Gaspar Hall, room 201. The initiative for this registration is to be taken by the student; students who decide to enter teacher education after the first registration should identify themselves as soon as the decision is made to enter teacher education.
- 8 observations are to be made during the freshman year. The initiative to make these observations is to be taken by the student. Register at the Education Office.
- 8 observations are to be made during the sophomore year. The initiative to make these observations is to be taken by the student. Register at the Education Office.
- Regular consultation with the student's counselor and/or teacher education representative.

2.40 cumulative index will be required for admission to teacher education.

### REQUIREMENTS TO BE COMPLETED DURING THE JUNIOR YEAR:

- Application for admission to teacher education. To be filed in the Education Office during the first three weeks of the first semester of the junior year. Initiative is to be taken by the student. 2.40 cumulative index required.
- Application for student teaching. To be completed within the first three weeks of the second semester of the junior year. Initiative is to be taken by the student. 2.50 cumulative index and completion of all observations is a prerequisite to student teaching.

The Department of Education is designed to offer the student a knowledge of education in its theoretical and practical phases. Courses in the history and philosophy of education present the student the means of employing the best of mankind's thought in the betterment of today's schools. Other courses are offered with the express purpose of acquainting the student with the professional skills and competencies that will be needed in the exercise of teaching duties.

State requirements for certificates vary, but in general all states call for these basic requirements: 1. a four-year curriculum leading to the Bachelor's degree; 2. academic credit in major and minor areas; or, in the case of elementary teachers, adherence to a specified curriculum; 3. professional courses in education; 4. recommendation by the license advisor.

In addition, the state of Indiana requires colleges "to select, admit, and retain persons of sufficient scholastic potential to complete a successful program of teacher education which will eventually include a fifth year of graduate work culminating in a master's degree from an accredited institution." At Saint Joseph's College, this evaluation is one of the prime functions of the Teacher Education Committee. Students wishing to become professionally certified teachers at either the elementary or secondary level are to apply for admission the first semester of their junior year. They are to have a grade point average of 2.40, a healthy interest in teaching, and the personal and social qualities basic to sound teaching.



A grade point average of 2.50 is required for placement into student teaching and for recommendation for state certification. Elementary majors should not plan to stay in their program as soon as it becomes evident to them that they cannot achieve at this level. Students who feel that they have justifiable reasons for not being held to these regulations may appeal their cases to the Teacher Education Committee.

### **Departmental Requirements:**

Students have an option of following programs leading to professional certification in elementary or secondary education. These programs are all authorized by the State of Indiana in accordance with the provisions of Bulletin 400, State Department of Public Instruction. In addition, they are approved by the National Council for Accreditation of Teacher Education (NCATE). This assures the students that they are pursuing a program that will qualify them for certification in most states. Students should raise questions about specific state license requirements with the institutional license advisor.

At the elementary level the department offers a bachelor of science degree in elementary education. The following courses are required: Core; 9 hours of science chosen from the chemistry, physics, earth science and biology offerings so that three departments are represented; Mathematics 1, 2, 3; 4 hours of Art (47-48); 4 hours of music methodology (28-29); physical education in the elementary school (41); advanced writing and grammar (47-48); 6 hours of American history; tests and measurements; growth and development; educational psychology; historical foundations; philosophical foundations; methodology in social studies, speech, math and science; the language arts block; remedial reading; student teaching and electives to total 124 semester hours. A maximum of 16 hours may be taken on a pass/not pass basis from the following courses: Art 47-48; Music 28-29; English 47-48; 6 hours of history; Physical Education 41.

At the secondary level teacher education programs are offered in the following majors: biology, English, general science, mathematics, music, physical education and health, social studies and speech. Minors are offered in these areas as well as in French, German, Spanish, earth science, chemistry, physics and psychology. The specific programs can be found in the appropriate departmental introduction.

Students are reminded that teacher education programs are governed by both state and college regulations, and so the outlined programs should be carefully followed. It should be noted that all certification programs require a minimum of 124 semester hours.

Students who are preparing to teach in high school should major in the subject area in which they intend to teach. They will be advised in their programs by their appropriate Teacher Education Committee representative and by the Director of Secondary Education. Elementary Education students are advised by members of the Education Department.

Each semester, all students desiring to be certified should consult with and obtain the signature of his or her advisor in the Education Department before registering for the next semester. NO STUDENT is to register for student teaching without the appropriate department signature.

The recommended programs for secondary teaching majors and minors are included in the introductory text for each department. These recommended programs have been carefully planned and IN MOST CASES, THESE REQUIREMENTS CANNOT BE CHANGED. If students are in doubt, they should inquire at the Education Office. The professional education block required of all students consists of the following courses: historical and political foundations of education and philosophical foundations of education (20, 47), growth and development (10), educational psychology I and II (11, 30), the appropriate special methods course and student teaching. Education 15, 16, 17 and 18 are required of all secondary education majors.



### **Student Teaching Requirements:**

Student teaching assignments are made in cooperating public and independent schools in the state. In the case of elementary education majors, the student teaching experience begins in the first semester of the freshman year and continues on to the senior year. The student is introduced to the program by enrolling in Ed. 90. Through this program the student is enabled to spend two mornings each week for the entire freshman term in a classroom environment having the opportunity to work along with a teacher and children. Sophomore and junior years are an extension of this program whereby students now have the opportunity to develop and extend their teaching skills. Application for student teaching (Education 95-96) should be made in the last semester of the junior year. Placement is made by the Director of Placement after approval by the appropriate Teacher Education advisor and department advisor.

To qualify for student teaching a student must normally:

- 1) Have a 2.50 grade average.
- 2) Have been in the teacher education program for at least one semester, doing C work or better.
- 3) Have passed at least 6 hours of professional education credit.
- 4) Have completed Education 15, 16, 17, 18.

### **PROFESSIONAL LABORATORY EXPERIENCES:**

#### **15. Professional Laboratory Experiences: Observation 0 hours**

Ten to fourteen hours of observation in actual classroom settings. The emphasis will be on growth and development area.

**Required of all first semester freshmen in the teacher training program.**

#### **16. Professional Laboratory Experiences: Observation 0 hours**

Ten to fourteen hours of observation in actual classroom settings. The emphasis will be on the psychology of learning.

**Required of all second semester freshmen in the teacher training program.**

#### **17. Professional Laboratory Experiences: Observation 0 hours**

Ten to fourteen hours of observation in actual classroom settings. The emphasis will be on classroom planning, methodology and curriculum materials.

**Required of all first semester sophomores in the teacher training program.**

#### **18. Professional Laboratory Experiences: Observation 0 hours**

Ten to fourteen hours of observation in actual classroom settings. The emphasis will be on evaluation in the teaching process.

**Required of all second semester sophomores in the teacher training program.**

### **COURSES IN EDUCATION**

#### **10. Human Growth and Development 2 hours**

A study of the psychological characteristics of child and adolescent development with special attention given to physical, emotional, social, intellectual and religious behavior. Development is viewed genetically with emphasis placed in the normality of behavior characterizing the various stages of childhood and adolescence.

#### **11. Educational Psychology I: Psychology of Learning 2 hours**

The course in educational psychology aims to give the student an understanding of the characteristics of human behavior and the factors which affect its development. Emphasis is placed on those basic facts and principles that are generally accepted by today's educators and that can be integrated into the student's own experience and made to function in his educational career.

**(Sophomore standing)**



**20. Educational Theory I: Historical and Political Foundations 2 hours**

An historical study of the evolution of contemporary educational theory and practice. Principles and issues will be viewed in a social-political context.

**30. Educational Psychology II: Tests and Measurements 2 hours**

The following topics are studied in this course: history of the testing movement; principles of test construction; qualities of and evaluation of teacher and standardized tests; a study of the various types of individual and group tests; basic statistical concepts, the application of tests to educational and psychological problems, and the giving of tests in actual educational and psychological problems.

**34. Elementary Statistics 3 hours**

An introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distributions, measures of location, measures of variation, probability and decision-making, problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis is on the interpretation and use of statistical analysis in the social sciences.

**35. Sociology of Education (Sociology 35) 3 hours**

A study of the school as a social system as well as a basic institution in society. Emphasis will be placed on the sociological dimension of learning through reviews of contemporary social science research.

**36. Elementary School Curriculum 3 hours**

A general introduction to the principles and trends in the various areas of the curriculum in the light of modern concepts of child development.

**38. Counseling and Guidance 2 hours**

Principles and techniques of personal counseling and of educational and vocational guidance of high school students. Attention is given to the use of appropriate tests, rating scales, interview techniques, organizing of the guidance program, placement and follow-up services in the high school.

**44. General Methods 1 hour**

This course deals with general principles of effective teaching in secondary schools. Topics for discussion include: selection and arrangement of subject matter; motivation and direction of learning activities; discipline; questioning, assignment and review procedure; problem-project teaching and socialized recitation; development of appreciation, attitudes and ideals.

Note: May be taken only in conjunction with the Educ. 90 sequence.

**47. Educational Theory II: Philosophical Foundations 2 hours**

A study of contemporary major philosophical models of education designed to aid students in developing and integrating their own philosophy of education.

(Senior standing)

**55. Independent Study 1-3 hours****METHODOLOGY COURSES FOR ELEMENTARY TEACHERS****70. Methods in Mathematics and Science for Elementary Teachers 3 hours**

Techniques and methods of teaching elementary mathematics and science. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation.

**71. Methods in Language Arts for Elementary Teachers 2 hours**

Techniques and methods of teaching the language arts. Curriculum development, individual diagnosis, remedial teaching, evaluation.

**72. Methods in Reading for Elementary Teachers 2 hours**

Techniques and methods of teaching elementary school reading. Curriculum development, individual diagnosis, remedial teaching, evaluation.



**73. Children's Literature 2 hours**

A survey of traditional and contemporary literature for children from kindergarten through junior high school. Emphasis is placed on types of literature, methods of use, authors, and illustrators.

**74. Methods in Speech for Elementary Teachers 2 hours**

Techniques and methods of teaching oral expression. Emphasis will be upon the diagnosis of simple defects and disorders.

**75. Methods in Social Studies for Elementary Teachers 2 hours**

Techniques and methods of teaching elementary social studies. Curriculum development, individual diagnosis, remedial teaching, evaluation.

**76. Diagnostic and Remedial Techniques in the Teaching of Reading 3 hours**

Techniques and methods in remediation of reading difficulties.

**METHODOLOGY COURSES FOR SECONDARY TEACHERS**

Each student preparing for secondary teaching is required to take the methodology course appropriate for his major area. Completion of this course is a prerequisite for certification and enrollment is limited to teacher education students. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation.

**80. The Teaching of Language Arts in Secondary Schools 2 hours**

For teachers of English and speech. (To be offered Winter semester, of even-numbered years.)

**81. The Teaching of Biology in Secondary Schools 2 hours**

**82. The Teaching of Mathematics in Secondary Schools 2 hours**

(To be offered Winter semester of even-numbered years.)

**84. The Teaching of Health and Physical Education in Secondary Schools 2 hours**

(To be offered Winter semester of odd-numbered years.)

**85. The Teaching of Music in Secondary Schools 2 hours**

(To be offered Winter semester of odd-numbered years.)

**86. The Teaching of Social Studies in Secondary Schools 2 hours**

For teachers of history, political science, sociology, and economics. (To be offered Winter semester of odd-numbered years.)

**PROFESSIONAL LABORATORY EXPERIENCES**

The professional laboratory experiences are designed to give the prospective teacher an opportunity to test his technique in actual school settings.

**Prerequisite in all cases: Departmental approval, 2.50 cumulative index.**

**90. Professional Laboratory Experiences: Practicum 1 hour**

Approximately 60 clock hours of observation and participation. Repeatable.

**95. Student Teaching: Elementary 4-8 hours**

A semester's program of observation and teaching in an approved elementary school.

**96. Student Teaching: Secondary 6-8 hours**

A semester's program of observation and participation in an approved secondary school.

**Department of English**

The aims of the Department of English are: 1. To teach the student to read with understanding, and to write and speak with correctness, with exactness, and with some artistry. According to information compiled from fifty-three law schools, thirty-seven medical schools and over four hundred industrial organizations, these



professions and businesses state "that training in English and literature, particularly at the college level . . . is invaluable in preparation for futures in these three outstanding professional areas." (Cf., "English: The Pre-Professional Major," *Bulletin of the Association of Departments of English*, March 1972.) Obviously, such professions and businesses look to the development of the individual as a whole. 2. To develop a capacity for the enjoyment of literature, especially of the major English and American authors. 3. To cultivate what Newman calls "enlargement of mind," which embraces breadth and depth of view, critical judgment and good taste. 4. To provide adequate preparation for graduate studies, for teaching in secondary schools, and for the study of journalism, law or the professions. We wish our majors to be competent enough to analyze, interpret, reorganize and rephrase material; they should have the ability to present an argument logically, speak well in public, prepare well-documented reports, edit or rewrite material prepared by technical personnel and often, to write and to speak in a foreign language.

### **Departmental Requirements:**

1. The requirement for a major sequence in English is 36 hours. Each major is required to take English 25, 26 and 45 and in addition should take 6 hours from English 21, 22 and 23. The student is strongly urged to take 9 of these hours during the freshman year. The additional 21 hours required for the major should be chosen from courses numbered 30 and above.

2. The student majoring in English who wishes to graduate with a B.A. degree must show 12 hours of credit in a foreign language. The B.A. degree is recommended for English majors who plan to do graduate work. The B.S. degree is also available for English majors (no foreign language requirement). Please consult your faculty advisor about this option.

3. The English minor must choose 6 hours from English 21, 22 and 23. The remaining 12 hours can be chosen from the remaining course offerings.

### **Suggested Program:**

1. Freshmen majoring in English should take: Core 1-2; English 21, 22 or 23, English 25 and 26. Students who wish a B.A. degree should also enroll in a foreign language (e.g. German 1-2).

2. Students should discuss with a departmental advisor the minor or minors they propose to take. Freshmen are assigned a departmental advisor; upperclassmen may choose their own.

### **Teacher Education Requirements:**

*Teaching major in English:* Core, 45 hours; professional education block, 18 hours; 8 hours math and/or science; advanced writing (48); 6 hours advanced language and grammar (46, 47); 3 hours journalism (27); 3 hours American literature and the English major.

*Teaching minor in English:* 3 hours advanced writing; 3 hours advanced grammar; 3 hours American literature; 3 hours British literature and electives to total 24 hours in English.

## **COURSES IN ENGLISH**

### **21 An Introduction to Poetry**

**3 hours**

Extensive analytical reading of lyrics to promote appreciation of lyrical diction, motifs, metrics, forms, types, and structures, and also to learn the pertinent nomenclature.



**22. An Introduction to Fiction 3 hours**

An introductory study of such narrative techniques as plot development, characterization and point-of-view in fiction and related narrative modes. The course deals largely with the short story and is modern in its emphasis.

**23. An Introduction to Drama 3 hours**

An introductory course in the essentials of dramatic literature — plot, character, conflict, and theme. This course traces the development of western drama and emphasizes movements of modern drama such as realism, naturalism, expressionism, existentialism, and the theatre of the absurd.

**24. A Basic Course in College Composition 3 hours**

A course in the basic elements of clear and coherent expository prose. Accurate perception, organization and logical development are emphasized. (*Offered each year during the first semester.*)

**25-26. A Survey of British Literature 6 hours**

A basic survey of British literature which examines the major writers of Britain within the historical context of the chief literary modes and conventions of their times.

**(Required of all English and English-Education majors).**

**27. Laboratory in Journalism 3 hours**

A study and practice of the fundamentals of gathering and writing news, editing news, newspaper layout and design, and managing the financial affairs of a newspaper. Tailored to the needs of the English-Education major who may eventually become a high school newspaper or yearbook advisor, the course is designed to impart a practical and working knowledge of the newspaper itself and in its relation to the mass communication media.

**(Required of all English-Education Majors).**

**30-34. Periods of British and Continental Literature 15 hours**

These period courses emphasize the major historical and literary movements of the time. At least one period course will be offered each year. The periods are:

30. *The Renaissance, 1350-1650.* 3 hours. Readings of the major writers in Europe from Boccaccio to Thomas More. Included for in depth study are such writers as Marlowe, Spenser, Shakespeare's non-dramatic works and John Donne.
31. *Neo-Classicism, 1660-1800.* 3 hours. Preliminary readings in Pascal, Moliere, Racine, Voltaire, and Milton; then in depth study of Dryden, Swift, Addison, Pope, and Johnson; some attention finally to the Pre-Romantics, especially Gray, Goldsmith, Thomson, Collins, Cooper, and Burns.
32. *The Romantic Movement, 1800-1832.* 3 hours. In depth readings of the Romanticists Blake, Coleridge, Wordsworth, Byron, Shelley, Keats, Lamb, Hazlitt, Scott, and DeQuincey. There is some cursory attention given to their lesser contemporaries and on interrelations with continental authors and movements.
33. *The Victorian Age, 1860-1910.* 3 hours. Readings of the major writers in England from Tennyson to Pater. Included for in depth study are such writers as Carlyle, Newman, Browning, and Arnold. This course includes both poetry and prose, excluding fiction.
34. *The Twentieth Century.* 3 hours. This course concentrates on prose fiction and, to some extent, the drama and poetry of our century. It explores such major movements as existentialism; it studies such techniques as stream-of-consciousness writing; and discusses such recurring themes as alienation.



**35-38. American Literature****12 hours**

A four semester survey of major writers in America. The four semesters are grouped in the following chronological sequence:

35. *The Age of Ideology and Revolution to 1850*. 3 hours. Readings of the major writers in America from Bradford to Melville. Included for study are such writers as Franklin, Irving, Hawthorne, Emerson and Thoreau.
36. *The Gilded Age, 1850-1920*. 3 hours. Readings of the major writers in America from Whitman to Dreiser. Included for study are such writers as Dickinson, Twain, James, Crane, Robinson and Frost.
37. *The Modern Age, 1920-1950*. 3 hours. Readings of the major writers in America From Eliot to Wright. Included for study are such writers as Fitzgerald, Hemingway, Williams, Cummings, Hughes, Dos Passos and Faulkner.
38. *Contemporaries, 1950 to today*. 3 hours. Readings of the major writers in America today. Included for study are such writers as Roth, Malamud, Baldwin, Mailer and others who seem to be particularly influential at the time the course is offered.

**39. The Romance****3 hours**

A study of the idealizing impulse in literature and its major forms: utopian literature, quest literature, fantasy, Gothic Romance, and folk literature.

**40. Tragedy and Comedy****3 hours**

A study of the theories and types of tragedy and comedy. The course is comparative in emphasis and covers the time span of Western literature. The works studied may include drama, prose fiction, poetry and films.

**42. The Novel****3 hours**

A study of the novel as a major literary form which cuts through national boundaries. The course will include novelists of the professor's choice such as Austen, Flaubert, Dostoyevsky, Joyce, Mann and Faulkner.

**44. The Cinema****3 hours**

A study of the film as a major contemporary art form. The course includes a study of traditional and experimental films, film language and film criticism.

**45. Literary Criticism****3 hours**

A study of the nature, basic values, and techniques of literature as interpreted by various critics. Insight into principles, criteria, and method is deepened through selected readings.

**(Required of all English majors.)**

**46. The Development of Modern English****3 hours**

A study of the historical patterns necessary for an understanding of the English language as it is spoken and written today. The early growth and development of English, changes in meaning and the value of words, and usage in modern English are emphasized.

**(Required of all English-Education majors.)**

**47. Linguistics and Grammar****3 hours**

A study of the nature of language as particularly exemplified by English. The course offers special study in etymologies, meaning, and the units of English grammar from the morpheme to the sentence. Emphasis is on contemporary approaches and new trends with some attention given to conventional grammar.

**(Required of all English-Education majors.)**

**48. Advanced Writing****3 hours**

Advanced study of the major forms of writing: expository, persuasive, expressive, and creative.

**(Required of all English-Education majors.)**



**55. Independent Study 1-3 hours****56. Legal Writing 3 hours**

This course studies the persuasive prose techniques used in the legal profession, and develops the skills necessary in writing law examinations, memoranda, and briefs.

**58. Major Writers 3 hours**

A course of study in the major works of a significant world writer or group of writers. In the past writers such as Chaucer, Shakespeare, Milton, Dickens, O'Neill, Frost, Eliot, and Thomas Mann have been given special study.

**59. Special Studies in Literature 3 hours**

A course of study in a major literary topic. Some of the courses offered in the past have included *Existentialism*, *Modern Poetry*, *The Russian Novel*, *Myth and Philosophy*, *American Drama*, *Afro-American Literature*, *The Harlem Renaissance*, *American Radicalism*.

## Department of Foreign Languages

The courses offered by the Department of Foreign Languages are designed to fulfill these general aims: (1) to provide the student with a basic knowledge of modern and classical language; (2) to offer through the study of language an insight into and an appreciation of the literature and culture of other peoples. More specifically, the department's purpose is to provide the student with the basic skills in a language — namely, the ability to read, write and speak modern languages and to read and write classical languages — in preparation for entrance into graduate school, theological seminaries and the teaching profession.

### Departmental Requirements:

The requirement for a minor sequence in French, Latin, Greek, German and Spanish is 6 hours above the intermediate level.

### Teacher Education Requirements:

*Teaching minor in French, German, Latin or Spanish:* 24 semester hours in one language.

## COURSES IN FRENCH

**1-2 Elementary French 6 hours**

This introductory course insists on pronunciation, vocabulary building, free conversation, and structural analysis. Development in speaking, writing, and reading is encouraged by emphasis on aural comprehension and free conversation. Dialogue between students is carried on in class.

**21-22. Intermediate French 6 hours**

The thorough presentation of grammar is aimed at increasing the students' ability to understand and speak French. Modern prose readings from select literary works are done, with discussion in French. Application of grammatical usage is made in classroom dialogues. Training in oral and written expression is intensive. An introduction to literary translation, stylistics and versification is given.

**31-32. Introduction to French Literature 6 hours**

Readings are selected from medieval through contemporary literary works. There is systematic and intensive oral practice in French. Topics are assigned for individual presentation and group discussion. The student is given the perspective necessary for the period courses which follow. Class is conducted in French.



**33. Medieval French Literature****3 hours**

Representative readings are done in modern translation and in Old French of the *Chanson de geste*, *Roman Courtois*, religious and secular theater, Chroniclers; lyric poetry is studied, including the *genres déterminés* and *poésie à forme fixe*; Roland, Tristan, Rutfeuf, Farces, Villon, etc. Class is conducted in French.

**34. Renaissance French Literature****3 hours**

Humanism, Reform, Petrarquism and Baroque are studied as reflected in the works of Rabelais, Montaigne, Calvin, and the Pléiade poets. An introduction to the interpretation of French texts is given. Class is conducted in French.

**35. Seventeenth Century Literature****3 hours**

Texts selected from the literature of the Golden Age are read and analyzed, stressing the theatre of Corneille, Racine, and Molière. The work of Madame Lafayette is studied. Attention is also given to the philosophers and moralists of the classical period and to the birth of science in France under the influence of the Arab immigration from Spain. Class is conducted in French.

**36. Eighteenth Century Literature****3 hours**

A consideration of the major literary and philosophical writings of the Age of Enlightenment. Emphasis is given to Rousseau, Voltaire, Montesquieu and Diderot. Class is conducted in French.

**41. Nineteenth Century Literature****3 hours**

The Romantic School is studied as illustrated by the major poets and playwrights, as well as Chateaubriand and Stendhal; the prose writings of Victor Hugo and others of the first term are studied. Realism and Naturalism are stressed in the novels of Balzac and Flaubert and the poetry of the Parnassians and the Symbolist Schools. Class is conducted in French.

**42. Twentieth Century Literature****3 hours**

Works of the first generation writers are studied: Proust, Gide, Claudel, Valéry, the surrealists and others. The works of Mauriac, Mallreaux, Camus, Sartre, black writers, and French Canadian literature are all treated. Class is conducted in French.

**49-50 French Civilization I-II****6 hours**

After a paleontology and prehistory of Europe, the course deals with French religion, philosophy, history, literature, art, and music.

**55. Independent Study****1-3 hours****COURSES IN GERMAN****1-2. Introductory German****6 hours**

Exercises in pronunciation, essentials of grammar, and functional vocabulary. Intensive reading from graded texts.

**21-22. Intermediate German****6 hours**

Review of grammar. Practice in reading and writing. Required selections from modern works in the narrative, dramatic, and scientific styles.

**26. Scientific German****3 hours**

An intensive reading for students majoring in science. This course may be substituted for German 22.

**31. Advanced Composition****3 hours**

Correct, idiomatic and effective writing in German. Translations are assigned, as well as topics for individual creative writing.

**32. Advanced Conversation****3 hours**

Systematic and intensive German oral practice. Topics are assigned for individual presentation and group discussion. The class is conducted in German and audio-visual aids are used to perfect pronunciation.

**33-34. German Civilization****6 hours**

A survey of German history and culture from the beginnings to the present. Class is conducted in German.

**55. Independent Study****1-3 hours**



**COURSES IN GREEK****1-2. Elements of New Testament Greek 6 hours**

A study of the fundamentals of inflection and rules of syntax as found in the Greek of the New Testament.

**21-22. The Greek New Testament 6 hours**

The course aims to impart a reading knowledge of the Greek New Testament through the reading of some selections from the Gospels and the *Acts of the Apostles*.

**COURSES IN LATIN****1-2. Introductory Latin 6 hours**

Latin 1 is a study of fundamentals aimed at an early acquisition of a reading knowledge of Latin. Latin 2 is a continuation of Latin 1 (prerequisite: Latin 1 or equivalent).

**11-12. Intermediate Latin 6 hours**

Latin 11 aims to develop the student's ability to recognize grammatical usage through composition and selected readings of moderate difficulty. Latin 12 is a continuation of Latin 11.

**31. Christian Latin 3 hours**

Introduction to the grammar and syntax of ecclesiastical Latin; selections from all periods.

**32. Patristic Latin 3 hours**

Readings from the Latin Fathers.

**55. Independent Study 1-3 hours****COURSES IN SPANISH****1-2. Introductory Spanish 6 hours**

Drill in the basic grammatical rules. Simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

**21-22. Intermediate Spanish 6 hours**

Review of basic grammatical forms, plus advanced grammar and idiomatic usage. Reading of selected texts and written reports are required.

**31. Advanced Composition 3 hours**

Correct, idiomatic and effective writing in Spanish. Translations are assigned as well as topics for individual creative writing.

**32. Advanced Conversation 3 hours**

Systematic and intensive Spanish oral practice. Topics are assigned for individual-presentation and group discussion. The class is conducted in Spanish, and audio-visual aids are used to perfect pronunciation and inflection.

**35-36. Spanish Literature 6 hours**

Survey of Spanish literature from its beginnings to modern times. Selected readings from the most important authors. Written and oral reports are required.

**41-42. Spanish-American Literature 6 hours**

A survey of Spanish American literature with emphasis on the nineteenth and twentieth centuries. Selected readings from representative authors from various countries.

**Department of History**

The Department of History offers to enlarge the student's intellectual horizon by an ordered, meaningful, and up-to-date inquiry into man's past. This includes not only courses in United States and European history, but also introductions into several areas of non-western history and into the basic skills of historical research



itself. Concentration in history prepares the student for graduate studies, entry into law school, and teaching in secondary schools, as well as providing a broad, cultural basis for a later career in various fields of business or the arts.

### **Departmental Requirements:**

1. A major sequence in history requires 36 hours including History 23-24, History 50 (Pro-Seminar), and at least one course selected from each of the following four fields: Medieval; Modern European; American; and Non-Western. A minor in history must include courses from at least *two* of these fields.

2. Students expecting to pursue graduate studies in history are advised to take at least twelve hours or the equivalent in a foreign language, preferably French and German.

### **Suggested Program:**

1. Freshman students majoring in history will take: Core 1-2; History 23-24; and Political Science 21. Foreign language is recommended as a freshman elective.

2. Electives recommended for the sophomore year are the following: Economics 21-22, further courses in foreign languages.

3. Political Science 44, International Relations, may be counted towards the 36 hours required for a major in history.

### **Teacher Education Requirements:**

*Teaching major in history:* Core, 45 semester hours; professional education block, 18 semester hours; 6 hours American history; 3 hours political science; 3 hours sociology; 6 hours economics; 9 hours geography (E.S. 11, 24, 26); and the major in history.

*Teaching minor in world history:* 15 hours of world history.

*Teaching minor in American history:* 15 hours of American history.

## **COURSES IN HISTORY**

### **23-24. United States History, I-II 6 hours**

A study of American civilization from its European origins until 1865 in the first semester; its development since 1865 until the present is considered in the second semester.

### **31. Medieval Europe 3 hours**

The development of western Europe from the disintegration of the Roman Empire in the West to the Renaissance, roughly from the fifth to the fifteenth centuries. Stress is placed upon the emerging institutions: feudalism, manorialism, towns, law, the church and central monarchies. Offered in alternate years.

### **32. Ancient Greece and Rome 3 hours**

A survey of ancient history in the Mediterranean area with principal attention given to the institutions and achievements of Greece and Rome. Offered in alternate years.

### **33. The American Frontier 3 hours**

The history of the American frontier with emphasis upon westward expansion, continuous settlement, and the import of the frontier experience on American cultural and political ideas and institutions. Offered in alternate years.

### **34. Jeffersonian — Jacksonian America 3 hours**

A study of America in the formative years after independence, with special emphasis on Jefferson and Jackson and American life during their administrations. Offered in alternate years.

### **35. The American City 3 hours**

The history of urban development both chronologically and topically with special stress on cities such as New York, Boston, and Chicago to illustrate the general thrust of the city in American life. Offered in alternate years.



**36. Recent America 3 hours**

American political and social history is stressed from Franklin D. Roosevelt's election in 1932 through the Nixon presidency. Offered in alternate years.

**37. American Foreign Relations (Pol Sci 32) 3 hours**

A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.

**38. American Economic History (Economics 42) 3 hours**

Included are the physical environment of American economic development, colonization, continental expansion and industrialism, the economy during war time, prosperity, and depression.

**40. History of Latin America 3 hours**

After some consideration of the colonial backgrounds, stress is placed on the major nations of Latin America since the Wars of Liberation to the present. Offered in alternate years.

**41. History of Asia 3 hours**

The most important trends and theories in the two major Asian cultures: East Asia — China, Japan, Korea; and South and Southeast Asia — Pakistan, India, Sri Lanka, Thailand, and Indo-China. Modern and contemporary developments are stressed. Offered in alternate years.

**42. English Medieval Constitutional History (Pol Sci 34) 3 hours**

The constitutional and legal institutions and development of the English people from Anglo-Saxon times to the early modern period.

**43-44. History of Russia I-II 6 hours**

The origins and growth of the Russian people and institutions from the eighth century to the present. Offered in alternate years.

**45. Renaissance and Reformation 3 hours**

Emerging modern Europe between about 1450 and 1648; the rise of national monarchies, the commercial revolution, the Renaissance, and the religious reformations. Offered in alternate years.

**46. History of European Law (Pol Sci 48) 3 hours**

A descriptive, chronological survey of the sources, features, and growth of the main bodies — Roman and customary — continental European law from the last Roman codes to the Napoleonic. Offered in alternate years.

**47. Revolutionary Europe, 1789-1871 3 hours**

The history of Europe from the French Revolution through the unifications of Germany and Italy.

**48. Europe, 1890-1945 3 hours**

The decline of Europe from its overwhelming world dominance in the late 19th century through its almost self-destruction in the two World Wars. The rise of the dictatorships and the Western democracies' struggle for survival are stressed.

**49. The Cold War — Since 1945. (Pol Sci 49) 3 hours**

The major European developments since World War II. The rise of the U.S.-Soviet competition for world-wide supremacy, with special stress on its implications for Europe. Post-war European reconstruction and movements toward European unity are treated. Offered in alternate years.

**50. Pro-Seminar in History 3 hours**

An introduction, by means of directed reading and individual projects, to the methods of historical research, historiography, and the philosophy of history. Offered in alternate fall semesters only.

**51. Great Historians 3 hours**

Readings and discussions of some of the distinctive and basic motives, methods, and works of selected great writers of history. Offered in alternate years.

**55. Independent Study 1-3 hours**



59. Topics in History

3 hours

Based on student interest and current trends and needs, the Department offers a number of topics and eras, for example: History of Africa, the American Revolution, and Modern Middle East, and the Later Middle Ages.

Humanities

Saint Joseph's offers the opportunity for the obtaining of a two-year Associate in Arts degree in the Humanities. The program includes the entire Core Curriculum plus fifteen hours elected from the fields of Communications and Theater Arts, English Literature, Music, Philosophy, and Theology. Although the requirements might be taken over a longer period of time, if one were to complete the degree in four semesters, the schedule of courses would be:

First Year		Second Year	
Sem. I	Sem. II	Sem. I	Sem.II
Core 1	Core 2	Core 3	Core 4
Core 5	Core 6	Core 9	Core 10
Core 7	Core 8	Elective	Elective
Elective	Elective		Elective

Department of Mathematics

The mathematics courses offered below are designed to help the student attain: 1) an understanding and appreciation of the fundamental methods of deductive reasoning; 2) adequate preparation for work in graduate and professional schools; 3) facility in the use of mathematics as a tool; 4) thorough familiarity with modern mathematical concepts.

Departmental Requirements:

1. The requirement for a *major* sequence in mathematics is 36 hours. The requirement for a *minor* sequence is 18 hours. Math 1, 2, 3 and 8 do not count toward the major or minor.
2. A group-major in mathematics-computer science will require a total of 54 hours: a minimum of 21 hours of computer science including CS 24, 31, 33, 34, 39, and 53; and a minimum of 30 hours of mathematics including Math 32 and 35. Math 36, 37, 38 and 42 are recommended. 3 additional hours are to be elected from the mathematics and computer science offerings.
- All other group-majors involving mathematics will require a minimum of 21 hours of mathematics and a total of 54 hours.

Suggested Program:

1. In the freshman year, students majoring in math will take: Core 1-2; Math 12, 15; Computer 10.
2. Students should consult their faculty advisor in the mathematics department prior to scheduling courses.
3. The standard sequence of courses for science students and, in particular, for engineering students should be as follows: Mathematics 15 (Analytic Geometry) Mathematics 25, 26, and 35 (the Calculus sequence).



### Teaching Education Requirements:

*Teaching major in mathematics:* Core, 45 hours; professional educational block, 18 hours; 3 hours advanced modern algebra; 3 hours advanced geometry; 3 hours probability and statistics; 3 hours physics, chemistry, or computer science; and the mathematics major.

*Teaching minor in mathematics:* 9 hours calculus; advanced modern algebra; advanced geometry and electives to total 24 hours.

### COURSES IN MATHEMATICS

#### 1. Fundamental Theory of Arithmetic for Elementary Teachers 3 hours

This course is designed specifically for elementary teachers and stresses the number system structure from natural numbers to and including rational numbers. Major areas of emphasis are set terminology, numeration systems, basic number of properties, and review of fundamental arithmetic processes.

#### 2. Algebra for Elementary Teachers 3 hours

This course completes many of the topics begun in Math 1. Basic emphasis is on the number system through complex numbers.

#### 3. Geometry for Elementary Teachers 3 hours

Emphasis is on intuitive plane Euclidean geometry, transformational geometry and the development of a formal geometry from the basic elements of points, lines and planes. Some consideration of mathematical proof is included.

#### 8. Finite Mathematics (Bus Adm 8) 3 hours

This course is designed specifically for students majoring in commerce. It is intended as a preparation for the course in business statistics required by the commerce departments. Topics include: set theory, symbolic logic, relations and functions, sequences and series, combinatorial analysis, and an introduction to the basic concepts of probability and discrete random variables.

#### 12. Introduction To Modern Algebra 3 hours

The basic properties of algebraic structures; extensive use of these properties applied to traditional algebra; detailed examples of algebraic structures; introduction to integers, rationals and reals; introduction to algebra of sets.

#### 15. Analytic Geometry 3 hours

Linear equations; the circle, parabola, ellipse, and hyperbola; parametric equations; polar coordinates.

#### 25. Calculus I 3 hours

An introduction to the Calculus through the following concepts: functions, limits of functions, continuity, derivatives, differentiation of algebraic functions, applications of derivatives, antiderivatives, and the definite integral.

#### 26. Calculus II 3 hours

The differentiation and integration of the transcendental functions, standard methods of integration, study of polar co-ordinates, introduction to vectors in the plane, and improper integrals.

**Prerequisite: Mathematics 25.**

#### 32. Modern Algebra I 3 hours

Sets, relations and mappings; introduction to Boolean Algebra; axiomatic development of the complex number system; polynomial domains.

#### 33. Axiomatic Metric Geometry 3 hours

This course is a critical examination of the foundations of plane geometry, using an axiomatic approach, the real numbers and the Ruler Postulate hence the metric approach. It deals with the Parallel Postulate, and ruler and compass constructions.



**35. Calculus III****3 hours**

An introduction to vectors in three-dimensional space, partial differentiation, multiple integrals, infinite sequences and series and an introduction to differential equations.

**Prerequisite: Mathematics 26.**

**36. Differential Equations****3 hours**

Differential equations from a practical view point, combining the formal exercises of integrating the various standard types of differential equations with the setting-up of equations from problems of natural science.

**Prerequisite: Mathematics 35.**

**37. Theory of Numbers****3 hours**

The elementary properties of integers, divisibility of integers and Euclid's Algorithm; solutions to Diophantine Equations; prime numbers, aliquot parts, congruences and quadratic residues.

**38. Probability and Statistics I****3 hours**

An introduction to probabilistic models and the theory of probability including conditional probability and random variables of one, two and higher dimensions. Included are some characterizations of discrete and continuous random variables.

**Prerequisite: Mathematics 25.**

**39. Numerical Analysis****3 hours**

Finite differences, numerical differentiation, integration, solution of equations and differential equations. Special reference to the use of high computers.

**Prerequisite: Mathematics 35.**

**40. Probability and Statistics II****3 hours**

This course builds on the previous course, Mathematics 38. The moment generating function, reliability theory, sampling distributions, estimation of parameters and testing hypotheses will be treated.

**Prerequisite: Mathematics 38.**

**42. Modern Algebra II****3 hours**

Elementary group theory; subgroups; homomorphisms and automorphisms; Cayley's Theorem and permutation groups; Sylow's Theorem; elementary ring theory; ideals and quotient rings; elementary field theory and extension fields.

**Prerequisite: Mathematics 32.**

**43. Advanced Synthetic Geometry****3 hours**

This course is essentially an extension of Euclidean Geometry of the Plane. It includes notable points of the triangle, concurrency and collinearity, orthogonal circles, poles and polars and the concept of inversion.

**44. Linear Algebra and Matrices****3 hours**

Vector spaces over a field; linear transformations and linear algebras; matrices and their operations; linear equations and determinants; various kinds of matrices; equivalence of matrices.

**46. Advanced Calculus: Real Analysis****3 hours**

A modern, topological approach to real analysis, dealing with the following concepts; bounded sets, convergence of sequences and sub-sequences of real numbers, continuous functions on metric spaces; open and closed sets; connectedness, completeness and compactness; Riemann Integral; derivatives; law of the mean; fundamental theorems of calculus; improper integrals.

**Prerequisite: Mathematics 35.**

**55. Independent Study****1-3 hours**



# Physics

The physics courses offered are designed to help the student attain: 1) An understanding and appreciation of the fundamental laws of nature. 2) Adequate preparation for work in graduate and professional schools, and secondary teaching. 3) Facility in the use of physics as a tool in engineering and sciences such as biology, geology, and chemistry.

Laboratory fees. Physics 21, 22 — each \$10.00. Physics 31 and 46 — each \$15.00.

## Departmental Requirements:

1) The requirements for a group major involving physics and mathematics comprise at least 24 hours of physics courses and 24 hours of mathematics. The remaining hours required to complete 54 hours may be chosen from the mathematics, physics or computer science offerings, excluding Math 1, 2, 3 and 8.

2) The requirement for a minor sequence in physics is 18 hours in physics. Any physics course may be taken with the consent of the instructor.

## COURSES IN PHYSICS

### Physics 1. 3 hours

This course in theoretical as well as practical physics is designed for students intending to teach in elementary schools. It does not count towards the physics minor. Two lectures and one two-hour laboratory period per week.

### 21. Mechanics and Heat 4 hours

This course is directed toward equipping the student with the scientific approach and knowledge of fundamental laws in physics, the basic concepts and laws of vectors, equilibrium, rectilinear and rotational motion, Newton's laws, work and energy, impulse, and momentum, elasticity, harmonic motion, hydrostatics and hydrodynamics. The laws of continuum mechanics and heat, including the first and second laws of thermodynamics, thermal properties of solids, liquids, and gases, wave motion, vibrating bodies, acoustical phenomena are treated. Three lectures and one three-hour laboratory period each week.

**Prerequisite: Mathematics 15.**

### 22. Optics, Electricity and Atomic Structure 4 hours

This course is a continuation of Physics 21 and covers the propagation of light, reflection and refraction, and polarization, fundamentals of the electric field, potential capacitance, DC circuits, electrochemistry and thermoelectricity, the magnetic field, DC instruments, induced electromotive force, inductance and capacitance, alternating currents, electronics, optical spectra and atomic structure, and nuclear reactions. Three lectures and one three-hour laboratory period each week.

**Prerequisite: Physics 21.**

### 31. Electricity and Magnetism 4 hours

This course reviews the theory and measurements of resistance, electromotive force, potentials, current, self and mutual induction magnetic fields, Ohm's law, networks, and ballistic galvanometer. Three lectures and one three-hour laboratory period per week.

**Prerequisite: Physics 22.**

### 33. Statics 3 hours

This course treats the fundamental principles of statics, forces, couples, systems of force, addition and subtraction of forces, equilibrium of system, stresses and strains, moment of inertia. Three lectures each week.

**Prerequisites: Physics 22 and Mathematics 35.**



**34. Dynamics 3 hours**

This lecture course deals with translation, rotation, plane motion, motion of particles and systems of particles, momentum and periodic motion and Lagrange's Equation of Motion. Three lectures each week.

**Prerequisite: Physics 33.**

**36-37. Modern Physics (2 semester sequence — 3 hours each)**

This two semester course in physics emphasizes recent developments; wave motion electromagnetic radiation, kinetic theory of gases, specific heats and heat of radiation, photoelectric effect, rays, Bohr theory of spectra, quantum mechanics, nuclear physics, cosmic rays and relativity. Three lectures per week. Included will be field trips to local laboratories.

**Prerequisites: Physics 22, and Math 26.**

**46. Electronics 4 hours**

This course specifies the principles of the vacuum tube and the transistor and their functions in electronic circuits. Three lectures and one three-hour laboratory period each week.

**Prerequisite: Physics 22.**

**55. Independent Study 1-3 hours**

**Pre-Engineering Five-Year Engineering Program**

The following programs enable students to combine a liberal arts course at Saint Joseph's College with education in Engineering at a University or Technical School. Under this plan, the student attends Saint Joseph's for three years\* and then transfers to the Engineering School for the completion of advanced courses in a particular field of engineering. Students may transfer to any accredited engineering college.

Upon successful completion of the requirements from Saint Joseph's and one successful year in the professional school, candidates will receive the Bachelor of Science degree, and, upon the successful completion of the five-year course, the Bachelor of Science in Engineering from the school to which they have transferred. The B.S. degree for Aeronautical, Civil, Electrical, Mechanical, and Metallurgical Engineering is given in Mathematics-Physics; for Chemical Engineering, in Chemistry; for Industrial Engineering, in Economics.

Students in the 3-2 program are accepted at these engineering schools only on recommendation of the Dean's Committee on Engineering. They must submit a formal application for transfer to an engineering school in the fall semester of their junior year.

All 3-2 students are required to take the senior Core sequence and the Non-western Studies element of the junior sequence during the third year of the program prior to enrolling in the professional schools. They are excused from the Science Core sequence.

**Sequence of Courses for the First Three Years of the Aeronautical, Civil, Electrical and Mechanical Engineering Programs.**

<b>FRESHMAN YEAR</b>	<b>Sem.</b>	<b>Hr.</b>	<b>Course Titles</b>
Core 1, 2	6	6	The Contemporary World; The Ancient World
Mathematics 15, 25	3	3	Analytic Geometry, Calculus I
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
	<hr/> 17	<hr/> 17	

\*Some programs may require a summer session at the engineering college.



SOPHOMORE YEAR

Core 3, 4	6	6	Middle Ages; The Modern World
Mathematics 26, 35	3	3	Calculus II, Calculus III
Economics 21, 22	3	3	Principles of Economics; Microeconomics and Macroeconomics
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics, Dynamics
	<hr/>	<hr/>	
	18	18	

JUNIOR YEAR

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Physics 36, 37	3	3	Modern Physics
Mathematics 36, 44	3	3	Differential Equations; Linear Algebra & Matrices
Physics 46		4	Electronics
Computer Science 10	3		Introduction to Computer Programming
Electives from Mathematics and Physics*	3	3	
	<hr/>	<hr/>	
	18	16	

Sequence of Courses for the First Three Years of the Chemical Engineering and Metallurgical Engineering Programs.

FRESHMAN YEAR	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World; The Ancient World
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
Mathematics 15, 25	3	3	Analytic Geometry; Calculus I
	<hr/>	<hr/>	
	17	17	

SOPHOMORE YEAR

Core 3, 4	6	6	Middle Ages, The Modern World
Chemistry 31, 32	4	4	Organic Chemistry
Computer Science 10		3	Introduction to Computer Programming
Physics 33, 34	3	3	Statics, Dynamics
Mathematics 26, 35	3	3	Calculus II, Calculus III
	<hr/>	<hr/>	
	16	19	

JUNIOR YEAR

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Chemistry 33	4		Quantitative Analysis
Mathematics 36	3		Differential Equations
Physics 31		4	Electricity & Magnetism
Physics 36, 37	3	3	Modern Physics
Mathematics Elective		3	
	<hr/>	<hr/>	
	19	16	

\*Civil Engineering students take Earth Science 11, Physical Geology; Electrical Engineering students take Physics 31, Electricity and Magnetism.



**Sequence of Courses for the First Three Years of the Industrial Engineering Program.**

<b>FRESHMAN YEAR</b>	<b>Sem.</b>	<b>Hr.</b>	<b>Course Titles</b>
Core 1, 2	6	6	The Contemporary World; The Ancient World
Economics 21, 22	3	3	Principles of Economics; Microeconomics and Macroeconomics
Mathematics 15, 25	3	3	Analytic Geometry; Calculus I
Physics 21, 22	4	4	College Physics
Bus. Ad. 21, 22	3	3	Industrial Organization; Principles of Marketing
	<hr/>	<hr/>	
	19	19	
<b>SOPHOMORE YEAR</b>			
Core 3, 4	6	6	Middle Ages; The Modern World
Physics 36, 37	3	3	Modern Physics
Mathematics 26	3		Calculus II
Accounting 21, 22	3	3	Principles of Accounting
Physics 31		4	Electricity and Magnetism
Computer Science 10	3		Introduction to Computer Programming
Mathematics Elective	3		
	<hr/>	<hr/>	
	18	19	
<b>JUNIOR YEAR</b>			
Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics; Dynamics
Mathematics 35, 36	3	3	Calculus III; Differential Equations
Accounting 33	3		Cost Accounting
Physics Elective		3	
Mathematics Elective		3	
	<hr/>	<hr/>	
	18	18	

**Department of Music**

The aim of the department of music is to further the intellectual and aesthetic development of the student through the medium of music theory and practice, secular and religious. To achieve this aim, the department offers the Bachelor of Arts and Bachelor of Science degrees. The student majoring in music may concentrate in piano, organ, theory and composition, church music or music education. Students concentrating in church music may emphasize organ, voice, choral conducting, or composition. Students concentrating in music education may emphasize a keyboard instrument, a band instrument, or voice.

**Departmental Requirements:**

1. For students concentrating in applied music: Music 11, 12, 21, 22, 33, 34, 43, 45, 48, 50; 16 hours of applied music. A keyboard concentration may take all 16 hours on the given instrument. Non-keyboard concentrations are to include at least four hours of piano.
2. For students concentrating in theory and composition: Music 11, 12, 13, 21, 22, 33, 34, 37, 41a, 41b, 42 (6 hours), 43, 48, 8 hours of piano.
3. For students concentrating in church music: Music 11, 12, 13, 21, 33, 34, 37, 43, 45, 46, 6 hours of liturgy, and one of the following:



a. ORGAN emphasis

Piano	4 hours
Organ	8 hours
Voice	2 hours

b. VOICE emphasis

Piano	4 hours
Organ	2 hours
Voice	8 hours

c. CONDUCTING emphasis  
(available summer only)

Piano	4 hours
Organ	4 hours
Voice	2 hours

d. COMPOSITION emphasis

Piano	4 hours
Organ	2 hours
Voice	2 hours
Composition	6 hours

4. For those concentrating in music education: Required courses in Music:

Music 11, 12, 21, 22 .....	12 hours
Music History & Lit. ....	6 hours
Applied Music .....	10 hours
(must include 4 hours of piano)	
Music 13, 46 .....	5 hours
Music 41a or 41b .....	2 hours
Music 50 .....	1 hour
TOTAL .....	36 hours

- Required courses in Education: 18 hours, including Ed. 10, 11, 20, 30, 47, 85, and 96. 8 semester hours of mathematics and/or science, in addition to the Core program, are also required.
- For Choral-General Certification the 10 hours of applied music (above) must include one credit hour of voice; required also in Music 29a (Choral Methods for Elementary Music Educators — 2 hours).
- For Instrumental Certification the ten hours of applied music must include at least six credit hours of a non-keyboard instrument; required also are Music 38a, 38b, 38c, and 38d (Instrumental Techniques — 8 hours).
- For Area Certification (both Choral-General and Instrumental) eleven credit hours of applied music are required, including 4 credit hours of piano, 2 credit hours of a non-keyboard instrument, and 1 credit hour of voice. The student must also take Music 29a, 38a, 38b, 38c, 38d, and 3 credit hours of music electives. Participation in major ensembles may serve to fulfill state certification requirements.
5. For all students majoring in music, participation in a major ensemble each semester is required. For those concentrating in church music, participation in a choral ensemble is required.
6. For a *minor* in music: Music 11, 12, 34, 43; music electives — 8 hours.
7. All music majors must pass the music placement test, including fundamentals of musical notation and the sight-reading of elementary piano music, before enrolling in Music 11. All music majors must pass the ear-training and piano proficiency examination.
8. All students enrolled in Music 11, 12, 21, and 22 will participate in corresponding labs.
9. Each semester all music majors will perform in at least one of the several student recitals unless specifically excused by the chairman of the department.
10. Courses in applied music may not be audited, nor may Composition be audited.



**COURSES IN MUSIC THEORY AND HISTORY****11. Musical Science I****3 hours**

Rudiments, aesthetics, acoustics, tempo, dynamics, notation, rhythm and rhythmic controls, manuscript techniques; spacing; structure; transposition; interchangeability of mode; triads in root position and first inversion, scales, modes, keys, clefs and intervals; introduction to root movements; diatonic melody and standard ornamentation; introduction to species counterpoint: two- and three-voice frameworks; major, minor, modal melodic and harmonic cadences; texture; timbre; four-part harmony; figured bass; simple harmonization of figured bass and unfigured bass and soprano lines; introduction to chord classification; elements of musical form; elementary instrumentation and scoring; analysis of scores;

Ear-Training: Individual and group drillwork and testing;

Keyboard: Pitch location and identification; melodic and harmonic cadences; elementary progressions and transpositions in major, minor and modes;

Sightsinging: Individual and ensemble drillwork and testing.

**12. Musical Science II****3 hours**

Continuation of root movements; non-harmonic tones; doubling; second inversions and the six-four sonority; harmonic rhythm; elementary chromaticism and modulation; diatonic sevenths and inversions; diminished and augmented triads and inversions; diminished and dominant sevenths and inversions; continuation of chord classification; musical forms: monothematic, binary, ternary and rondo; secondary dominants, dominant sevenths, diminished and diminished sevenths and inversions; introduction to multi-voiced writing; chordal accompaniment patterns; sequence; analysis of scores;

Ear-Training: Continuation as above;

Keyboard: Progressions in major and minor; diatonic and dominant sevenths; diminished triads and seventh chords;

Sightsinging: Continuation as above.

**Prerequisite: Music 11.**

**13. Principles of Conducting: Theory and Practice****2 hours**

Fundamentals of score-reading and baton technique.

**21. Musical Science III****3 hours**

Continuation of modulations; irregular resolutions and chord classifications; major and minor ninth chords; harmonic sequence; non-dominant harmony; Neapolitan and Augmented Sixth chords; altered chords; continuation of contrapuntal devices; musical forms: variations, cantus firmus techniques, invention, fugue, sonata and sonatina; analysis of scores;

Ear-Training: Continuation as above;

Keyboard: Neapolitan and Augmented Sixth chords; harmonic sequence;

Sightsinging: Continuation as above.

**Prerequisite: Music 12.**

**22. Musical Science IV****3 hours**

Extended tertian melody and harmony: 11th, 13th chords; parallel harmony; added-tone harmony; altered harmony; non-tertian harmony: secundal, quartal and quintal chords; Hindemith and Hanson systems of chord classification; twelve-tone technique; timbral music; introduction to electronic music; analysis of scores;

Ear-Training: Continuation as above;

Keyboard: 11th, 13th chords; parallel harmony; added-tone harmony; non-tertian sonorities;

Sightsinging: Continuation as above.

**Prerequisite: Music 21.**

**28. Keyboard Methods For Elementary Teachers****2 hours**

Methods of presenting music to children in the elementary school. Curriculum development, individual diagnosis, remedial teaching, and evaluation.



**Music 29a. Choral Methods for Elementary Music Educators 2 hours**

A course to prepare music majors to become music specialists, supervisors, and/or consultants in elementary schools. It will investigate basic musical experiences (vocal music, rhythmic movements, listening, composing, etc.) and study means and methods of providing these experiences for school children. Also included will be exercises in sight-singing, as well as an investigation of elementary school music texts, choral literature, and audio-visual aids. Conducting experience will extend to both monophonic and homophonic works.

**Music 29b. Choral Methods for Elementary Classroom Teachers 2 hours**

A course to prepare elementary education majors to become effective teachers of classroom music in elementary schools. It will investigate basic musical experiences and study means and methods of providing these experiences for school children. Emphasis will be on sight-singing, vocal production, and conducting of monophonic music.

**Prerequisite: Music 28 or demonstrated equivalent.**

**33. Music History and Literature I 3 hours**

A survey of music history and literature from Antiquity to the Early Baroque.

**34. Music History and Literature II 3 hours**

A survey of music history and literature from the Mature Baroque to Late Romantic.

**37. Eighteenth Century Counterpoint 3 hours**

A course in eighteenth-century counterpoint to four parts. Analysis and composition. A detailed study of various chorale-based forms, fugue, and Baroque variation forms, as well as Bach's *Art of the Fugue*.

**38. Techniques 2 hours**

- a. Brass. *Fall of odd-numbered years.*
- b. Woodwinds. *Winter of even-numbered years.*
- c. Strings. *Winter of odd-numbered years.*
- d. Percussion. *Fall of even-numbered years.*
- e. Jazz. *Winter of odd-numbered years.*

**39. Marching Band Techniques 3 hours**

Study of, and practice in, creating band shows, to include arranging the music, charting formations, drill, and organization and administration of a marching band, with special reference to the styles of certain large university bands and their adaptability to band programs of varying sizes and conditions.

**41. Arranging 2 hours**

- a. Instrumental.
- b. Choral.

**Prerequisite: Music 12 or demonstrated equivalent.**

**43. Music History and Literature III 3 hours**

A survey of music history and literature from Late Romantic into twentieth century.

**44. Pro-Seminar in Music History 3 hours**

Directed readings and individual projects in the history of music, classical and popular, Western and Oriental, sacred and secular. Various philosophies of music history.

**45. Advanced Keyboard Harmony and Extemporization 3 hours**

**Prerequisite: Music 12.**

**46. Advanced Conducting: Choral and instrumental 3 hours**

Further development of score-reading and baton technique. Interpretation. Tone, intonation, balance, diction, phrasing. The psychology of conducting. Actual conducting experience under critical supervision.

**Prerequisite: Music 13.**



**48. Form and Analysis** **3 hours**

An extended and concentrated study of larger music forms, including selected works from the WELL-TEMPERED CLAVIER by Bach, the keyboard sonatas by Beethoven, and the orchestral, chamber music, and keyboard literature from the Classical Period through the Contemporary Period.

**Prerequisite: Music 12.**

**55. Independent Study in Music** **1-3 hours**

**COURSES IN APPLIED MUSIC**

**30. Private Instruction** **Variable credit hours**

No more than 20 credit hours of applied music (exclusive of techniques classes) may be applied toward fulfilling graduation requirements. There is a \$50.00 applied music fee for each credit hour of applied music.

A — Voice	N — Bass Clarinet	U — Trumpet
B — Piano	O — Saxophone	V — Trombone
C — Organ	P — Oboe	W — Mellophone
G — Guitar	Q — English Horn	X — Baritone
J — Contra Bass	R — Bassoon	Y — Tuba
L — Flute	T — French Horn	Z — Percussion
I — Piccolo		
M — Clarinet		

Private instruction is recorded in this manner:

Letter — Designation of instrument or voice

Digit — number of credit hours

E.g., A2 means 2 credit hours of voice

**42. Composition** **3 hours**

Private instruction available by arrangement with the instructor. May be taken more than once. Progressive syllabuses obtainable from instructor.

**Prerequisite: Music 11 or demonstrated equivalent as evidenced by scores submitted for evaluation by the instructor.**

**50. Recital** **1 hour**

**Department of Philosophy**

The Department of Philosophy believes that ideas are among the important instruments by which men achieve freedom and self-determination. Even more, the department believes that without serious and sustained reflection upon the formation and application of ideas, a liberal education fails in one of its aims: to free man's critical faculties. Such freedom is an essential step along the path to wisdom, the capacity to judge the significance of human experience. Acknowledging the existence and importance of a higher wisdom, a truth that saves, the department also acknowledges its special responsibility in a Christian college to distinguish between philosophical and theological wisdom and to bring the best of human thought to bear upon man's ultimate concern.

Courses in the Department of Philosophy are designed to acquaint the student with both the history of thought and the set of problems which the search for wisdom now poses for humankind. Special attention is given to the philosophical foundations of the human disciplines: psychology, sociology, law, history, politics and religion.



A major in philosophy is one of the traditional preparations for entrance into a school of theology or law. A major in philosophy is also appropriate undergraduate preparation for graduate work in the behavioral sciences, though students should consult the catalogues of the various graduate schools they are interested in attending.

### **Departmental Requirements:**

1. A student majoring in philosophy must show credit in two of the following courses: Phil. 11, 12, 21 or 22. It is strongly recommended that these hours be taken in courses appropriate to the Core Curriculum.

2. In addition, it is strongly recommended that a student majoring in philosophy who intends to do graduate work in philosophy show twelve hours of credit in a foreign language. A "pass" grade is sufficient to fulfill this requirement. (For difference in degree granted, see "foreign languages" under academic policies.)

3. A major sequence in philosophy consists of 36 hours including two courses in history of philosophy and one in metaphysics. A minor sequence in philosophy consists of 18 hours.

### **Suggested Program:**

1. Freshmen and Sophomores majoring in philosophy will take Core 1 through 4, and at least two philosophy electives. Recommended electives are courses in a foreign language. Other helpful electives are courses in the areas of social studies, behavioral sciences, or communication arts.

2. Students should see their faculty advisor prior to scheduling their junior and senior courses.

## **COURSES IN PHILOSOPHY**

### **11. Introductory Logic 3 hours**

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The aim of the course is both theoretical and practical. It aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking. Taught every fall term.

### **12. Introduction to Philosophy 3 hours**

This first course in philosophy will attempt to show the beginner what a philosopher does, the origin, nature and value of the questions he asks, the methods he employs and difference between philosophy and other disciplines. The student will survey in a general way the areas to be covered in more detail in the other courses offered by the department. Taught every winter term.

### **\*21. The Greek Universe 3 hours**

A study of the formation of a world-view underlying much of Western thought. Special emphasis is placed on the systematization of Greek thought by Plato, Aristotle, and Plotinus. This course develops ideas implicated in Core 2 and, because of the element of continuity between Greek and Christian thought, leads directly to Philosophy 22.

### **22. The Medieval Universe 3 hours**

A study of the contributions of Christianity to philosophy, especially the significant difference in outlook on God, man, and the world which occurred when the notion of creation met with Greek thought. The creation and destruction of an integrated Christian wisdom is traced from Augustine to Ockham. This course develops ideas implicated in Core 3. Historically, it leads directly to Philosophy 31; it also provides background for Philosophy 45.

---

\*Most courses numbered 21 or higher will be offered on a two, three, or four semester cycle. The student should consult with the departmental chairman in planning course sequence.



**31. Modern Philosophy****3 hours**

A study of the period from 1600 to 1900 when the distinction between philosophy and the specialized disciplines arose. Special emphasis is placed upon Descartes, Locke (or Hume), Kant, Hegel and reactions to Hegelianism. This course provides important background material for Philosophy 37, 38, 41, 42, 47 and 49. Historically, it leads to Philosophy 32.

**32. Contemporary Thought****3 hours**

A survey of the principal currents of ideas in the Western world since 1900. The course will inquire not only into the strictly philosophical schools of thought (Pragmatism, Marxism, Positivism, Existentialism and Linguistic Analysis), but also into currents of thought which overflow the boundaries of philosophy. Correlations between philosophies and the politics, scientific theories, art and literature of the times will be studied. Especially recommended to English and History majors.

**37. Phenomenology & Behavioral Science (Psychology 37 and Sociology 37)****3 hours**

An introduction to the basics of phenomenology, with special emphasis on the model of man, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

**38. Problems of Knowing: Epistemology****3 hours**

A study of how to judge man's claim to know the truth. In general, what can be claimed about the nature and the scope of human knowledge? In particular, what is the truth value of each of the various sorts of human knowledge — e.g., as expressed in moral and aesthetic claims? This course attempts a radical synthesis of the methods of knowing implicit in the Core program.

**39. Problems of Acting: Ethics****3 hours**

An inquiry into the nature, the problems and the methods of ethics. Special attention is given to aiding students to clarify to themselves their own lived values.

**40. Metaphysics****3 hours**

A search for the ultimate explanation of man and the world in which he lives; of the changing, acting and existing that he experiences in himself and in the world. Special emphasis is placed upon the relevance of metaphysical conclusions to human living. **This course is required of all philosophy majors.**

**41. Traditional Political Philosophy (Political Science 41)****3 hours**

A study of the perennial problems of political and social life, centering on law, justice equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas, and including modern restatements by Christian thinkers and others. Taught every fall term.

**42. Modern Political Philosophy (Political Science 42)****3 hours**

A study of modern political ideas as expressed in rationalism, empiricism, Marxism, fascism, socialism and the welfare state. Taught every winter term.

**45. Philosophy of Religion****3 hours**

A study of man's relations and responses to the divine. It seeks to uncover and explicate man's response to his recognition that there is a reality beyond the physical order upon whom he is dependent and in whom he places his trust. This course parallels Core 9.

**47. Philosophy of Law (Political Science 47)****3 hours**

An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.



**49. Philosophy of History**

**3 hours**

A study of the various interpretations of history both as the course of human events and as a discipline dealing with those events. It investigates the nature and validity of the methods and results of historical knowledge. It inquires into the patterns, mechanisms and purposes of the course of man in time.

**50. Great Issues in Philosophy**

**3 hours**

An advanced study of themes or persons permanently affecting the direction of philosophic thought. This course's content is determined by the interests of the members of the department, the general faculty and the students. Specifics are announced as the course is scheduled.

**55. Independent Study**

**1-3 hours**

## Department of Physical Education

The Department of Physical Education is designed to offer the student a knowledge of physical education in its theoretical and practical phases. Courses in the history and principles of physical education present the background upon which the profession developed and the standards which must be maintained. Other courses are offered to acquaint the student with the professional skills, techniques, and competencies that will be needed in the exercise of teaching and/or coaching duties.

Physical education majors are prepared to enter the coaching field, the teaching of health and physical education and to work in recreational activities and centers.

Teaching Certification is approved for both the men's and women's programs.

Students who plan to qualify for the teacher's certificate in Health and Physical Education must consult the Director of Student Teaching.

### Departmental Requirements:

1. The requirements for a major sequence in physical education comprise thirty-six hours including the following: Physical Education 11, 34, 46, and Biology 21-22. The requirements for a minor are eighteen hours including the following: Physical Education 11, 46, and Biology 21-22. Credit in Biology 21-22 is applicable to the major and to the minor in Physical Education.

### Participation Requirements:

1. All Physical Education majors must earn a total of 12 points for graduation.
2. Points may be accumulated as follows:
  - 3 — for participation in a varsity sport as a player
  - 3 — for participation as a trainer, manager or captain
  - 3 — for participation as an intramural assistant
  - 5 — for participation as a student coach
  - 3-5 — for participation off campus in a supervised physical educational, recreational, or health program
3. Any student entering Saint Joseph's from a junior college or transferring from another 4-year college, will be given equivalent credit for previous participation.

### Suggested Program:

1. Freshman students majoring in physical education will take: Core 1-2, Electives recommended are Physical Education 11, 16, 22, 25 and the minor area.
2. Electives for the sophomore year are: Biology 21, 22; Education 30, 31; Physical Education 27, 28, 30; or Physical Education 23, 24, 30; Minor area.
3. Students should consult their faculty advisor prior to scheduling courses in their junior and senior years.



Teacher Education Requirements: (Certification approved for both men's and women's programs)

*Teaching major in physical education:* Core; Professional Education block; First Aid; Community Health; History and Principles of Physical Education; Human Anatomy and Physiology; Kinesiology; Org. & Adm. of Health Education; Org. & Adm. of Physical Education; Measurement and Evaluation; Public Recreation and Camping; Activities for Elementary Grades; Gymnastics; 10 hours from minor sports and coaching courses.

*Teaching minor in physical education:* History and Principles of Physical Education; Org. & Adm. of the Physical Education Program; Human Anatomy and Physiology; Gymnastics; Activities for Elementary Grades; 10 hours from minor sports and coaching courses.

## **COURSES IN PHYSICAL EDUCATION**

### **11. History and Principles of Physical Education 3 hours**

A basic course presenting a critical evaluation of social, economic, and political forces associated with the development of physical education throughout its history, and secondly, introducing the student to the fundamental facts and principles associated with motivation, program, instruction, supervision, administration, and evaluation in the field of physical education.

### **16. First Aid and Safety Education 2 hours**

A consideration of the essential elements in the theory and practice of safety in the school, in occupational activities and on the highway. Instruction in the administration of first aid and civil defense. Two lectures and one laboratory period per week.

### **19. Driver Education and Traffic Safety 3 hours**

The course is designed to prepare teachers in methods, materials and administrative techniques related to effective driver education in the secondary schools. The course will include consideration of the areas of vehicle capabilities and limitation, highway safety regulations and control, and the dynamics of traffic safety.

### **20. Driver Education and Driver Teaching 3 hours**

This course is designed to provide laboratory experience in "behind-the-wheel" instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles, a familiarity with the use of classroom simulators, and testing procedures for safe driving techniques.

### **22. Gymnastics and Rhythmic Exercises 2 hours**

Elements of individual and natural gymnastics; corrective exercises, calisthenics, class drill, tumbling and apparatus; fundamentals of rhythm as applied to games, plays and songs. Two lectures and one laboratory period per week.

### **23-24. Team and Individual Sports 4 hours**

Particular emphasis is given to the teaching techniques most effective in the area of team and individual sports for women, to the knowledge of the rules of each sport, to the selection and care of the equipment necessary for each sport, and instruction in the basic fundamentals of the activity in each sport. The first semester (23) will include the team sports of field hockey, soccer, volleyball, basketball and softball. The second semester (24) will include the individual sports of tennis, track, golf, bowling, archery and badminton.

### **25. Personal and Community Health 3 hours**

Personal health and the prevention of disease in the family and community; relation of sanitation and disease control to community health; communicable diseases. Three lecture periods each week.

### **27-28. Technique of Minor Sports 4 hours**

Particular emphasis is given in the **teaching techniques** most effective in the area of minor sports, to the knowledge of the rules of each sport, to the selection and care



of the equipment necessary for each sport, and instruction in the basic fundamentals of the activity in each sport. The first semester (27) will include the sports of golf, volleyball, softball, isometric and isotonic conditioning, and physical fitness. The second semester (28) will include the sports of bowling, tennis, soccer, speedball and badminton.

**30. Public Recreation and Camp Activities 3 hours**

Theory and practice of playground supervision and camp leadership. Techniques proper to arts and crafts, aquatics, outdoor recreational activities, nature study, and special programs are included. Observation of camp facilities and recreational programs.

**31. Recreation Field Experience 3 hours**

A three-week internship in recreational therapy. The student will participate in an activity therapy program under the direction of the institutional coordinator of activity therapy. The field experience is divided into three areas: observation, individual and group recreation therapy, and a written synopsis of the experience.

**32. Coaching of Baseball 2 hours**

Theory and principles of the fundamentals of baseball. A study of the history, rules, strategy, organization of practice, individual and team conditioning, administration of program and officiating. Two lectures and one laboratory period per week.

(Juniors and Seniors only.)

**33a. Traditional Folk and Square Dance 2 hours**

A study of singing games, play parties, folk, square and ball room dances, all of which have set formations, step movements and sequences with emphasis in teaching methods and techniques.

**33b. Creative Movement and Dance 2 hours**

Body movement as a medium of expression and communication; techniques and composition in dance; methods and materials for teaching creative movement in elementary and secondary schools.

**34. Kinesiology 3 hours**

Application of facts and principles of anatomy, physiology and the mechanics of human motion to the teaching of sports exercise, dance and the activities of everyday living.

**Prerequisite: Biology 22.**

**35. Measurements in Health and Physical Education 3 hours**

A study of measurement and evaluation as applied to health, physical education, and recreation. Principles of test construction, types and characteristics of individual and group tests, application of such tests to school problems and evaluation of results. A study of statistics as they apply to evaluation of results of measurement.

**36a, b, c. Swimming — Water Safety 2 hours**

Beginning, intermediate and advanced swimming skills; modified distance swimming, diving and water safety. Special emphasis in techniques of methods and materials for teaching.

**37. Advanced Gymnastic Activities 2 hours**

Particular emphasis is given to the rhythmic structure of movement for achievement of total body control through routines and all-round performance. Additional emphasis will be on a program for teaching competitive gymnastics.

**38. Principles and Techniques of Physical Therapy 2 hours**

This course is designed to study the various special fields of physical rehabilitation with special emphasis upon the use of such agents as exercise, massage, heat, water, electricity and various forms of radiation. The course emphasizes the correct use of personal and field equipment, support procedures and therapeutic aids. Laboratory work includes practical techniques in the clinical use of supporting apparatus and physiotherapy. Two lectures; one laboratory period per week.



**41. Activities for Elementary Grades****2 hours**

An analysis of dramatic play, games, rhythms, self-testing activities, playground procedures, and safety measures used in a modern program in the area. Principles of selection and evaluation of activities and teaching methods are developed.

**42. Coaching of Track and Field Events****2 hours**

Theories and principles of the fundamentals involved in track and field events. A study of the rules, history, organization of practice, individual and team conditioning, administration of program, facility layout, program of maintenance, and officiating. Two lectures and one laboratory period each week.

**43. Coaching of Football****3 hours**

Theory and practice of the fundamentals of football. A study of the history, rules, strategy, styles of attack and defense, organization of practice, individual and team conditioning, officiating and other coaching problems involved in this sport. Three lectures and one laboratory period per week.

**44. Coaching of Interscholastic Sports****3 hours**

A study of the philosophy of coaching, strategy and styles of play, organization of practice periods, individual and team conditioning, care of common athletic injuries, handling of emergencies, and the psychology of competitive sports.

**45. Organization and Administration of Health Education****3 hours**

The principles, materials and problems of health education. Relation of the school health program to other agencies. Instruction in the proper use of federal, state, and commercial publications and aids to health education. A study of health, examination, reports, remedial measures, and state health regulations.

**46. The Organization and Administration of the Physical Education Program****3 hours**

A study of the foundations and principles of program, of instruction and supervision. Included is a study of the National Association of State High School Athletic Association with an emphasis upon rules of eligibility. Consideration is given to the grouping of students, records of participation and progress, management of facilities, finance, and public relations.

**47. Officiation of Sports****2 hours**

This course is designed to acquaint students with a knowledge and interpretation of the playing rules and mechanics of officiating in the various sports for women. Special emphasis will be given to basketball, soccer, field hockey and volleyball.

**48. Coaching of Basketball****3 hours**

Theory and practice of the fundamentals of basketball. A study of the history, rules, strategy, styles of play, organization of practice, individual and team conditioning, officiating and other coaching problems connected with this sport. Three lectures and one laboratory period per week.

**(Juniors and Seniors only)**

**50. Pro Seminar****3 hours**

An introduction, by means of directed reading and individual projects to the research methods applied to health, physical education, and recreation. A series of lectures, discussion and critiques on physical education and related areas.

**55. Independent Study****1-3 hours**

## Department of Political Science

The Political Science Department offers students an opportunity to gain a systematic understanding of the role of government and political behavior in human societies of the past and present. Such understanding is an important element of a modern college education and contributes significantly to professional and civic



judgment. Concentration in political science serves as an appropriate undergraduate preparation for the teaching or practice of politics, the entry into law school, governmental administration or the foreign service.

### **Departmental Requirements:**

1. All majors are required to take Political Science 21, 22, 35, and 36.
2. The requirement for a major sequence in political science is 36 hours. The requirement for a minor sequence is 18 hours.
3. All students planning to attend graduate school are recommended to take Political Science 12 and 38. Students interested in graduate work in international studies or in a career in the foreign service are urged to take at least six hours in one modern foreign language.

### **Suggested Program:**

Freshman students majoring in political science will take: Core 1-2; Political Science 21-22; History 23-24; electives should be taken from the areas of economics, psychology, sociology, or English.

### **Teacher Education Requirements:**

*Teaching major in social studies:* Core, 45 hours; professional education block, 18 hours; 3 hours World history; 6 hours American history; 6 hours economics; 3 hours sociology; 9 hours geography (E.S. 11, 24, 26); and the political science major.

*Teaching minor in political science:* 15 hours of political science.

## **COURSES IN POLITICAL SCIENCE**

### **12. Introduction to Statistics 3 hours**

A review of the mathematics and algebra needed to understand and utilize statistical procedures. A development of the elements of statistical description with an introduction to the basic concept of statistical inference. There is a special emphasis placed on the development of a familiarity with computers and their statistics.

### **21. American Government 3 hours**

A study of the formal and informal institutions of American national government and politics: The Constitution, the Presidency, Congress, the federal court system, political parties, pressure groups, public opinion, recent foreign policy, the federal bureaucracy, voting behavior. Attention is also given to current problems and issues.

### **22. Comparative Government 3 hours**

The constitutional forms and methods utilized by four major foreign powers — Great Britain, France, Germany, and the U.S.S.R. Their elements of strength and weakness are compared with the U.S. system.

### **31. Metropolitan Government 3 hours**

A study of metropolitan governance and administration. The course will deal with a variety of metropolitan issues, such as transportation, environmental administration, criminal justice, housing and education.

### **30. Public Administration 3 hours**

An analysis of the public management process. Among the major topics covered are management theory, public policy implementation, personnel and budgeting issues and processes, privacy and information control, and intragovernmental relations.

### **32. American Foreign Relations (History 37) 3 hours**

A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.



- 33. Political Parties and Pressure Groups** **3 hours**  
The democratic process in the U.S. is studied as a function of the two major parties and the major economic and social pressure groups.
- 34. English Medieval Constitutional History (History 42)** **3 hours**  
The constitutional and legal institutions and development of the English people from Anglo-Saxon times to the early modern period. (May be taken for History credit.)
- 35. Constitutional Law — The Bill of Rights** **3 hours**  
An examination of Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association, and religion; church-state relations; racial discrimination; political radicalism and subversion; procedures in criminal prosecution; military tribunals.
- 36. Constitutional Law — The American Community** **3 hours**  
An examination of Supreme Court decisions concerned with the separation of powers, federalism, the regulation of commerce contracts, taxing and spending, and the state police power, including some of the legal problems of urban redevelopment.
- 37. State and Local Government** **3 hours**  
A study of political systems at the state and local levels in the United States, emphasizing institutional evolution and problems along with the special preoccupations of metropolitan areas.
- 38. Statistics** **3 hours**  
The methods used to describe obtained data as well as those used to draw inferences are examined. The relevance, derivation and limitation of the various statistics are discussed. A special emphasis is on the development of the skills necessary to use standard prepared computer programs to carry out the analysis. Simple tests, correlation, nonparametric methods, analysis of variance, and an introduction to factor analysis will be covered.  
**Prerequisite: Political Science 12.**
- 39. Political Sociology (Sociology 39)** **3 hours**  
A study of the social basis of political behavior and beliefs, and the social foundations of political institutions.
- 40. Public Finance (Economics 40)** **3 hours**  
A study of the principles of finance in government. Topics to be considered include public revenues and expenditures, taxation, public debt, government budgeting and fiscal policy.
- 41. Traditional Political Philosophy (Philosophy 41)** **3 hours**  
The perennial problems of political and social life, centering on law, justice, equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas, and including modern restatements by Christian thinkers and others.
- 42. Modern Political Philosophy (Philosophy 42)** **3 hours**  
Modern political ideas as expressed in rationalism, empiricism, Marxism, fascism, socialism, and the welfare state.
- 43. International Law and Organization** **3 hours**  
An exploration of the possibilities of control of international conflicts through law and organizations. Analysis of prerequisites for political integration of the world. Evolution of international law. The League of Nations and United Nations. Regional association as possible transitional forms of supranational organizations. Disarmament.
- 44. International Relations** **3 hours**  
An examination of the twentieth-century context of international relations: nationalism, imperialism, power politics, the evolution of supranational forms of political organizations, and the foreign policies of the major powers. (May be counted towards a major in History.)



**45. American Political Thought**

**3 hours**

The major sources of the American intellectual tradition in politics, including the Puritans, Jefferson, the Federalist papers, Hamilton, Lincoln, the New Nationalism philosophy of Theodore Roosevelt, the New Freedom philosophy of Woodrow Wilson, and the New Deal philosophy of Franklin Roosevelt.

**46. Political Behavior**

**3 hours**

Approaches to the empirical or scientific study of politics including systems theory, structural-functional analysis, voting studies, and public opinion research.

**47. Philosophy of Law (Philosophy 47)**

**3 hours**

An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.

**48. History of European Law (History 46)**

**3 hours**

A descriptive chronological survey of the sources, features, and growth of the main bodies — Roman and customary — continental European law from the last Roman codes to the Napoleonic. Offered in alternate years.

**49. International Relations since 1945 (History 49)**

**3 hours**

Against the background of the U.S.-Soviet competition for world power, this course deals with such basic topics as power diplomacy, international economics, international organization, arbitration, security, and power balance.

**50. Seminar in Political Science**

**3 hours**

Close examination of some significant contemporary political problem. The topic varies from year to year, but in every case the emphasis is upon independent research in depth and under supervision as the basis for individual contributions made by the students in the context of a seminar.

**55. Independent Study**

**1-3 hours**

**59. Topics in Political Science**

**3 hours**

## Department of Psychology

The Department of Psychology strives in its course offerings to awaken the student to a study of himself and other animate beings. Psychology studies how people perceive and think and learn, and why they act as they do. It is the science that studies behavior.

### Department Requirements:

1. Psychology 10 is a prerequisite for all psychology courses except those marked "no prerequisite."

2. The requirements for a *major* sequence in Psychology are 36 hours. The following specific courses must be taken: Psychology 10, 12, 14, 33, 34, and 35; Biology 21-22.

3. Psychology 38, 39, 40, 41, and 47 as well as Computer Science 24 are strongly recommended for students planning on graduate school.

4. The requirements for a *minor* sequence in Psychology are any 18 hours in psychology courses, to include Psychology 10.

5. There is a \$10.00 lab fee for Psychology 14, 16, 39, 60, 61, 62, 63, 64, 65.

6. Each practicum course may be taken a maximum of three times.

### Suggested Program:

1. The following sequence of courses is recommended. Courses not specified may be taken at the student's convenience.



- Freshman year:     Psychology 10, 12, 14, 16.
- Sophomore year:   Psychology 34, 35, Biology 21, 22.
- Junior year:        Psychology 33, 38, and 41.
- Senior year:        Psychology 32, 39, 47.

2. Minors and electives for psychology majors might be taken in sociology, biology, mathematics, and computer science, as well as philosophy, theology, and literature.

3. Students planning on graduate school in psychology are urged to take two years (or the equivalent) of French, German, or Spanish, and basic courses in computer science.

**Social Service Concentration:**

Social work as a career field involves a knowledge of both personality dynamics and community resources. The social worker deals with problems of dependency, illness, poverty, and deviancy and attempts to help those in need find their way to self-sufficiency. The social worker may be found in such setting as public welfare, juvenile probation, mental hygiene clinics, hospitals, adoption agencies, community organization.

A combination of psychology and sociology courses is a good preparation for graduate schools or a career in the field of social work. Saint Joseph’s College offers a specific program including a field work internship for the student who wishes to become a social worker. The student must major in either psychology or sociology, and minor in the other area. For the student who is majoring in psychology and wishes to have “Social Service Program” listed on his or her transcript, the following courses are required.

	hours
Psych. 10 — General Psychology .....	3
Psych. 12 — Introduction to Statistics* .....	3
Psych. 14 — Experimental Psychology* .....	4
Psych. 16 — Applied Psychology .....	3
Psych. 25 — Social Work .....	3
Psych. 32 — Social Psychology .....	3
Psych. 33 — Tests & Measurements* .....	2
Psych. 34 — Theories of Personality* .....	3
Psych. 35 — Abnormal Psychology* .....	3
Psych. 69 — Field Work .....	6
Electives .....	3
	<hr/>
	36 hours

NOTE that Bio. 21 and 22 are also required for the Psychology major.

**Sociology Minor**

Soc. 21 — General Sociology .....	3
Soc. 31 — Research .....	3
Soc. 69 — Field Work .....	3
Electives (to be selected from	
Soc. 22, 33, 34, 45, and 46) .....	9
	<hr/>
	18 hours

\_\_\_\_\_  
\*already required for Psychology major



### **Behavioral Science Senior Year Internship:**

Psychology and Sociology majors may apply for a senior year internship at the Merrill-Palmer Institute in Detroit. A maximum of three students will be accepted each year. The program involves an active study of the child and his family in urban areas. Classroom study and work in the field are combined. More information about the program can be obtained by writing to the Merrill-Palmer Institute, 71 E. Ferry Avenue, Detroit, Michigan 48202.

A maximum of 27 hours credit in Psychology and Sociology may be granted toward graduation at Saint Joseph's College. Each student's program will be evaluated individually by the departmental chairmen. Senior year Core requirements may be met by taking Core 9 in the junior year and Core 10 in the Spring Session after the junior year. All specific Psychology and Sociology Departments course requirements for the major and minor are still applicable.

### **Teacher Education Requirements:**

The State of Indiana requires completion of the elementary education program or of a teaching major for certification. No teaching major is offered in psychology. The teaching minor in psychology consists of General Psychology, Tests and Measurements, Social Psychology, Experimental Psychology, Introduction to Statistics, Theories of Personality and courses in the area of Applied Psychology, to total 24 hours.

## **COURSES IN PSYCHOLOGY**

### **10. General Psychology**

**3 hours**

An introductory survey of the methods, findings, and theories of modern psychology. The areas of physiological, learning, developmental, perception, personality, social, behavior disorders, and therapy methods are discussed.

### **12. Introduction to Statistics**

**3 hours**

A review of the mathematics and algebra needed to understand and utilize statistical procedures. A development of the elements of statistical description with an introduction to the basic concept of statistical inference. There is a special emphasis placed on the development of a familiarity with computers and their statistics.

### **14. Utilization in Experimental Psychology**

**4 hours**

A laboratory course designed to provide a conceptual framework and practical experience in conducting, reporting, and evaluating research studies. Students explore the determinants of behavior by conducting directed laboratory exercises. These exercises are then presented as formal papers. Representative experimental methods from the various areas of psychology are utilized.

### **16. Applied Psychology**

**3 hours**

An introduction to the field of applied clinical psychology. Students will be introduced to the experiential dimensions of "deviancy" and careful consideration will be given to various treatment modalities utilized to modify the various deviancies discussed. Supervised field experiences can be obtained at various settings including: Mental Hospital (Westville, Logansport, Wabash Valley), Welfare Department (Jasper County), Child Welfare (Jasper County), Juvenile Probation Office (Jasper County), Educable Mentally Handicapped (Rensselaer Schools), Trainable Mentally Handicapped (Marion or Jordan School), Aged (Rensselaer Care Center).

### **25. Introduction to Social Work (Sociology 25)**

**3 hours**

Emphasis is on the philosophy, values, characteristics, and goals of social work. Content will include major fields of service, i.e. child welfare, family, medical, psychiatric, corrections, school, etc. as well as methods used in treatment, with special emphasis on interviewing techniques.



**26. Juvenile Delinquency****3 hours**

This course will view behavioral deviancy of juveniles as their attempt to find meaning in life. Students will be exposed to the various problems neglected, abused, dependent, and delinquent children experience. In particular, the emotional, social, and legal difficulties these youngsters and their parents encounter will be examined. Etiological factors of delinquency and various therapeutic attempts to deal with the problem will be considered.

**31. Marriage and Family Life (Sociology 33)****3 hours**

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies where traditional and prescribed patterns of family living are no longer seen as the only acceptable form.

**32. The Individual and Society; Social Psychology****3 hours**

This course concerns itself with the effects of interactions on the individual. The material will be reviewed from an interactionist framework, with the contention that human behavior and social order are products of communication.

**No prerequisite.**

**33. Measurement and Evaluation in Psychology and Education (Education 30)****2 hours**

History of the testing movement; principles of test construction; qualities of the evaluation of teacher and standardized tests; a study of the various types of individual and group tests; basic statistical concepts, and the evaluation, interpretation, and application of test results; practice in taking and giving tests in actual educational and psychological situations.

**34. Theories of Personality****3 hours**

The contributions of Freud, Jung, Adler, Fromm, Murray, Rogers, Skinner and others are discussed in detail. Particular emphasis is placed upon application of these theories to the normal person as an aid to better self-knowledge and self-realization.

**35. Abnormal Psychology****3 hours**

The dynamics of abnormal behavior are studied as the basis for detailed consideration of the neurotic personality, psychosomatic disorders, and behavior deviations. Further topics include the effects of brain injuries and the major psychoses, especially schizophrenia. Considerable attention is given to the theories and methods of psychotherapy.

**36. Personality Problems and Mental Health****3 hours**

A study of the psychological evidence upon which the point of view, principles, and techniques of mental hygiene are based; particular application to the individual as an aid to increased self-knowledge and self-realization.

**No prerequisite.**

**37. Phenomenology & Existential Psychology (Philosophy 37)****3 hours**

A study of the roots of existential psychology in the phenomenology of Edmund Husserl and his disciples. Special emphasis is given to the revolutionary developments in psychology brought about by the model of man, the theory of knowledge and the understanding of science worked out by phenomenology.

**38. Statistics****3 hours**

The methods used to describe obtained data as well as those used to draw inferences are examined. The relevance, derivation and limitation of the various statistics are discussed. A special emphasis is on the development of the skills necessary to use standard prepared computer programs to carry out the analysis. Simple tests, correlation, nonparametric methods, analysis of variance, and a preview of factor analysis will be covered.

**Prerequisites: Psychology 12.**

**39. Physiological Psychology****4 hours**

Survey of the neural and biochemical interactions underlying animal and human



behavior in areas such as sensory processing, motivation, emotion, learning, and memory. Special emphasis is given to the control of primitive behavioral systems. Both experimental and clinical implications will be considered. Active participation in experimental neuropsychology with experience in histological and surgical technique is available.

**Prerequisites: Psychology 12.**

**40. Sensation and Perception 3 hours**

An examination of the manner in which the organism receives, transduces, encodes, retrieves, and interprets sensory information. An analysis is made of the modern theoretical formulations concerning the major determinants of perception. Primary emphasis is placed upon the functioning of the auditory and visual systems. Active participation in testing and evaluating the sensory system utilizing various procedures is available.

**Prerequisite: Psychology 12.**

**41. Conditioning 3 hours**

An introduction to the fundamental phenomena of operant and classical conditioning with primary emphasis on laboratory studies of simple learning processes. The data and theory relevant to the identification of conditions basic to the learning process are reviewed. Active participation in the experimental analysis of behavior is available.

**Prerequisite: Psychology 12.**

**42. Community Power and Influence (Sociology 42) 3 hours**

A study of the personal and social forces that shape the life of a community. Emphasis will be placed on the internal structure of power and the influence of extra community forces.

**43. Behavior Modification 3 hours**

Behavior modification is presently the most promising approach to the solution of behavior problems. It is the application of the results of science to the problems of man. Initially, the basic scientific approach is discussed. Research findings are then applied to various problem areas. The course is also designed to provide the philosophical foundations, basic premises, techniques and goals of a self-managed life style. For those who wish to use behavior modification techniques to change their own behavior, workable programs are discussed which make self-managed life styles practical.

**No prerequisite.**

**44. Studies in Psychology 3 hours**

Topic may be counseling and guidance, industrial psychology, techniques of psychotherapy, the exceptional child, animal behavior, or any experimental, clinical, or philosophical/psychological area.

**47. Systems and Theories in Psychology 3 hours**

A comprehensive and synthesizing course for psychology seniors. An attempt is made to integrate the entire field of psychology into a meaningful structure. The work of the course will match the current interests of mainstream psychology as indicated by the distribution of questions on the Graduate Record Examination. This course is strongly recommended for seniors contemplating graduate school and those interested in taking the graduate record exam.

**55. Independent Study in Psychology 3 hours**

A flexibly structured course to allow the advanced student to pursue individual study in a specific area under the supervision of a member of the department. The course is available every semester but may be taken only with written permission from a member of the department.

**60. Psychology Practicum I: Mental Hospital 1 hour**

Weekly two-hour sessions at Dr. Norman M. Beatty Memorial Hospital, Westville, Indiana, or Longcliff Hospital, Logansport, Indiana, working with the



psychiatric patients under supervision of the professional staff.

**Prerequisite: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**61. Psychology Practicum II: The Special Child 1 hour**

Weekly two-hour sessions in a child guidance clinic or in a special education class under the close supervision of professional persons.

**Prerequisite: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**62. Social Service Practicum III: Aged 1 hour**

Weekly two-hour sessions in a home for the elderly or Care Center under the supervision of professional persons.

**Prerequisite: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**63 Social Service Practicum IV: Public Welfare 1 hour**

Weekly two-hour sessions in a public welfare department working under the supervision of social caseworkers.

**Prerequisite: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**64. Social Service Program V: Juvenile Delinquency 1 hour**

Weekly sessions with young offenders under the supervision of a juvenile probation officer

**Prerequisite: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**65. Community Mental Health 1 hour**

Twenty five hours of service to patients of the local Jasper-Newton Mental Health Clinic under the supervision of the clinic's staff.

**Prerequisites: Psychology 35 and consent of instructor. Lab fee: \$10.00.**

**69. Field Work 9 hours**

A ten-week assignment with an established social agency. Each student will have a social worker as a supervisor, and will be assigned a variety of social work activities, including a small case load. Six hours are applied to the student's major (Psychology) and three hours are applied to the minor (Sociology). This course may also be taken during the regular semester for three hours credit and repeated for three semesters. In this case it will be listed as Psych 69, 70 and 71 and will consist of the equivalent of one full work day per week.

**(Open to Juniors only).**

**Prerequisites: Psychology 25 and 35 plus consent of instructor.**

## Department of Religion

The study of religion traditionally is part of any inclusive program of liberal education. The meaningful communication of revealed truth constitutes the ultimate reason for the existence of a specifically Catholic college, and in this communication the Religion Department plays an indispensable role. The problem of "faith seeking understanding" has not lost any of its reality.

Revealed truth always requires reflection on the part of the believer. It invites a work of analysis, of deeper study, and of synthesis. This search for religious truth appeals primarily to the Scriptures; the Bible is the guide for understanding and testing all traditional values, whether spiritual, moral, or intellectual. The same search mines the riches resulting from discoveries of the natural and humane sciences (psychology, sociology, anthropology, linguistics, pedagogy, etc.) but also the results of sound philosophical and historical study. In this way the study of religion can open new dimensions to the faith experience.

The Department offers a major in religion which can help qualify a student to participate in catechetical work or to pursue graduate study in theology. A minor in religion will complement many of the major programs at Saint Joseph's. Personal interest may also lead to the selection of religion courses as electives to enhance the students' knowledge of the faith.

For a major in Religion 36 hours are required; for a minor, 18 hours.



**19. Christian Sources 3 hours**

Biblical, patristic, medieval, modern, and contemporary sources for the study of religion in the Roman Catholic tradition.

**20. Religious Traditions 3 hours**

The various religious traditions noted in different cultures are presented with an eye toward ecumenism.

**25-26. Old Testament Studies (may be repeated once) 3 hours**

Geography, history, literature, and science all contribute to understanding and enjoying the collection of books we call the Old Testament. These courses attempt to explore the past, to make the Bible more alive to the present.

**27-28. New Testament Studies (may be repeated once) 3 hours**

God's definite entrance into history is His Word. These studies are concerned with selected books of the New Testament, against the geographic, historical, and literary backgrounds of contemporary civilizations, developing principal themes of divine revelation made known in Christ.

**31-32. Questions of Belief (may be repeated once) 3 hours**

Creation, evolution, the nature of the Church, sacraments, the Christian life, and other areas closely related to the faith experience are studied in the light of current thought.

**33. Liturgy 3 hours**

The liturgy is the source and summit of life in the Christian community. This course attempts to integrate the spirit of Vatican II with contemporary living through community worship.

**35-36. Religion in History (may be repeated once) 3 hours**

Specific periods of history are examined in the light of the development of the Roman Catholic Church. The major ecumenical councils are emphasized.

**41-42. Religious Thinkers (may be repeated once) 3 hours**

A comprehensive study of religious thinkers is of great value in learning about religion. Courses reflect the interest and research of department members.

**45. Philosophy of Religion 3 hours**

A study of our relations and responses to the divine. The course seeks to uncover and explicate our response to our recognition that there is a reality beyond the physical upon whom we are dependent, and in whom we place our trust.

**46-47-48. Studies in Morality (may be repeated twice) 3 hours**

The data of religion are employed in studying not only personal responsibility but also ethical problems in the social, political, and economic spheres. Effort is made to provide the most up-to-date reflection on classical and contemporary moral dilemmas

**51. Christian Mysticism 3 hours**

The historical doctrine and practice of participation in the mysteries of salvation, as illustrated in the lives of the Christian saints.

**52-53. Studies in Religious Education (may be repeated once) 3 hours**

Religious education or catechetics is important not only to children and adolescents but also to adults participating in ongoing educational programs. These courses provide perspective, techniques, administrative procedures, and exposure to local parochial and diocesan programs.

**54. Biblical Humanism (may be taken for religion credit provided another Core X is taken) 3 hours**

A seminar on the relation of mankind to God and to the world, as expressed in the Hebrew-Christian Bible, and the implications of the biblical view for personal and communitarian living here and now. Specifically, this course seeks to affirm the "moral man" as the truth which unlocks the mysteries of creation and gives meaning to all human existence.

**55. Independent Study 1-3 hours**



## Department of Sociology

The Department offers a major and minor sequence and a Social Service Concentration. The major is intended to introduce the student to contemporary scientific and humanistic approaches to the understanding of human social behavior.

The sociology major is designed to prepare students adequately for admission to graduate schools in sociology and related disciplines. Majors and minors will find that a sociological orientation is useful in teaching, industrial and personnel management programs, counseling, social work, law, and other careers where an understanding of human social behavior is appropriate.

### Departmental Requirements:

1. Soc 12, 21, 31, 38 and 43 are required of all majors.
2. Soc 49 or 50 is required of Sociology majors who do not select the Social Service Concentration.
3. Soc 22 and 69, as well as a minor in Psychology, are required of majors who elect the Social Service Concentration.
4. Soc 12 and 21 are prerequisites for Sociology 31, 38 and 43.
5. The requirement for a minor in Sociology is eighteen hours including Sociology 21.

### Suggested Program:

1. Soc 12, 21, 22, 25, 31 and 38 should be completed before the beginning of the junior year.
2. Students electing computer science and a foreign language should complete these courses before their junior year.
3. Soc 49 and 50 should be reserved for junior or senior year. Soc 69 will be taken by majors in the Social Service Concentration during the summer of their junior year.
4. Computer 10 and 24 and twelve hours in a foreign language are strongly recommended for students contemplating graduate work.
5. A Sociology major may choose any minor area, but if the student is interested in pursuing an advanced academic degree, then a minor in a related social or behavioral science, computer science or mathematics is recommended.

### Teacher Education Requirements:

For those wishing to teach in secondary schools, the area major in social studies is recommended. The following courses are required: Core, 45 semester hours; professional education block, 18 semester hours; 9 hours geography (E.S. 11, 24, 26); 3 hours world history; 6 hours American history; 6 hours economics; 3 hours political science and the major in sociology.

*Teaching minor in sociology.* 15 hours of sociology.

### Social Service Concentration:

Students majoring in Sociology who plan to list the Social Service Concentration on their records must complete the departmental requirements for a major (Soc 12, 21, 31, 38 and 43) and also take Soc 22 and 59. A defined Psychology minor is also required. The primary objectives of the program are preparation for (1) entrance into graduate work in a social work or other related service professions, (2) beginning level employment in various fields of social service and (3) active citizenship in contemporary society.



Suggested Program — Social Service Concentration:

Major	hours
Soc 12* — Introduction to statistics .....	3
Soc 21* — General Sociology .....	3
Soc 22* — Contemporary Social Problems .....	3
Soc 25* — Introduction to Social Work .....	3
Soc 31* — Research Design .....	3
Soc 38* — Statistics .....	3
Soc 43* — Theories of Society .....	3
Soc 69* — Field Experience .....	6
Soc — Electives .....	9
	<hr/> 36 hours
Psychology	
Psych 10* General .....	3
Psych 34* Personality .....	3
Psych 35* Abnormal .....	3
Psych 69 Field Experience .....	3
Psych Electives .....	6
	<hr/> 18 hours

COURSES IN SOCIOLOGY

12. Introduction to Statistics

3 hours

A review of mathematics and algebra needed to understand and utilize statistical procedures. A development of the elements of statistical description with an introduction to the basic concept of statistical inference. There is a special emphasis placed on the development of a familiarity with computers and their statistics.
21. General Sociology

3 hours

An introduction to the conceptual framework of Sociology and the scientific approach to social phenomena.
22. Contemporary Social Problems

3 hours

A review of the major problems arising from collective living, the conditions which give rise to them, and the methods designed to cope with them.
25. Introduction to Social Work (Psychology 25)

3 hours

Emphasis is on the philosophy, values, characteristics, and goals of social work. Content will include major fields of service, i.e. child welfare, family, medical, psychiatric, corrections, school, etc. as well as methods used in treatment, with special emphasis on interviewing techniques.
30. General Anthropology

3 hours

An introduction to the comparative study of mankind. His biological evolution, the archaeological record, his use of language and his development of skills in sampling schedules and questionnaires, scale construction, interviewing, participant observation, personal documents and data analysis.
31. Research Methods

3 hours

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is focused upon the development of skills in sampling schedules and questionnaires, scale construction, interviewing, participant observation, personal documents and data analysis.
33. Marriage and Family Life (Psychology 31)

3 hours

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary

\*Required



Western societies where traditional and prescribed patterns of family living are no longer seen as the only acceptable form.

**34. The Urban Community 3 hours**

A review of the processes underlying the development of rural, urban and suburban communities. Special emphasis is given to neighborhood structure and organization, housing and land use, human behavior, patterns of community growth, and community planning.

**35. Sociology of Education (Education 35) 3 hours**

A study of the school as a social system as well as a basic institution in society. Emphasis will be placed on the sociological dimension of learning through reviews of contemporary social science research.

**36. Industrial Sociology 3 hours**

Relationships of modern industrial organizations to other institutions in society, political systems, social class systems, etc. Concerns within an industrial plant are formal and informal patterns of behavior and intergroup conflicts and adjustments.

**37. Phenomenology & Humanistic Sociology (Philosophy 37) 3 hours**

An introduction to the basics of phenomenology, with special emphasis on the model of man, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The strong influence of phenomenology on recent developments in sociology is studied in the "humanistic" approach to sociology of Alfred Schutz, Peter Berger and Thomas Luckmann.

**38. Statistics 3 hours**

The methods used to describe obtained data as well as those used to draw inferences are examined. The relevance, derivation and limitation of the various statistics are discussed. A special emphasis is on the development of the skills necessary to use standard prepared computer programs to carry out the analysis. Simple tests, correlation, nonparametric methods, analysis of variance, and an introduction to factor analysis will be covered.

**39. Political Sociology (Political Science 39) 3 hours**

A study of the social basis of political behavior and beliefs, and the social foundations of political institutions.

**42. Community Power and Influence (Psychology 42) 3 hours**

A study of the personal and social forces that shape the life of a community. Emphasis will be placed on the internal structure of power and the influence of extra community forces.

**43. Sociological Theory 3 hours**

A review of the theories of large scale organizations with particular emphasis on the theories of bureaucracy and other sociological theories.

**45. American Minorities 3 hours**

A survey of American racial and cultural minorities along with a review of the factors which determine the rate and manner of assimilation, cultural pluralism, segregation and prejudice.

**46. Criminology 3 hours**

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of delinquent and criminal control and rehabilitation.

**49. Sociological Research Design 3 hours**

A flexibly structured course to allow advanced students to pursue individual or group research under the supervision of a member of the department.

**Prerequisite: Sociology 31 and 43.**

**50. Contemporary Social Thought 3 hours**

A flexibly structured course to allow advanced students to pursue the development of contemporary models of man and society under the supervision of a member of the department.

**Prerequisite: Sociology 31 and 43.**



**55. Independent Study**

**3 hours**

A flexibly structured course to allow any student to pursue a specific topic or field experience under the supervision of a member of the department or a field representative.

**62. Social Service Practicum III: Aged and Handicapped**

**1 hour**

Weekly two-hour sessions in a home for the elderly or care center under the supervision of professional persons.

**Prerequisites: Sociology 22 and consent of instructor.**

**63. Social Service Practicum IV: Public Welfare**

**1 hour**

Weekly two-hour sessions in a public welfare department, working under the supervision of caseworkers.

**Prerequisites: Sociology 22 and consent of instructor.**

**64. Social Service Practicum V: Crime and Delinquency**

**1 hour**

Weekly one-hour sessions with law violators under the supervision of a probation officer or prison official.

**Prerequisites: Sociology 22 and consent of instructor.**

**69. Field Experience**

**9 hours**

A ten-week assignment with a recognized social service agency. Each student will be assigned to a professional supervisor and will carry out a variety of service tasks, including a small case load. Six hours are applied to the student's major and three hours are applied to the minor.

**Prerequisites: Sociology 22, Psychology 35 and consent of instructor.**

**Open to juniors only.**







SAINT JOSEPH'S  
COLLEGE





## **HISTORICAL SKETCH**

In 1960 Saint Joseph's College initiated its Summer Institute of Liturgical Music, which offered a comprehensive program leading to the Bachelor of Arts Degree or to a Certificate. In 1963 the Institute was extended to the full school year and two additional concentrations were added, Piano and Organ. A concentration in Theory and Composition was introduced in 1965. Music Education was added in 1967. In 1970 the designation of the Liturgical Music concentration was changed to Church Music in order to indicate that the training provided could well fit the needs of both Roman Catholic church musicians and those of other faiths.

A graduate program was initiated in 1966 in affiliation with DePaul University Graduate School: Music Division. On July 28, 1972, North Central Association of Colleges and Secondary Schools granted full accreditation to Saint Joseph's College independent graduate program, offering a Master of Arts Degree in Music with a concentration in Church Music and with a fourfold option of emphasis: Composition, Conducting, Organ, and Voice.



## AIM

The aim of Saint Joseph's College graduate program in church music is to provide quality musical training on the graduate level to church musicians and teachers of church music in a worship-oriented context. Advanced musical theory and practice are integrated with academic liturgical investigation as well as practical experience.

For the teacher training student the graduate program further aims, through the MUSIC EDUCATION EMPHASIS, to provide a solid musical and educational basis for effective teaching in elementary and secondary schools and for the Indiana professional teaching license.

## ADMINISTRATION

The graduate program is under the general supervision of the Vice President for Academic Affairs, who is directly responsible to the President of the College. Policies are determined by the Graduate Council, of which the Graduate Director is the chairman. The Graduate Council is made up of at least five members, including the Graduate Director and College Registrar, together with the other members proposed by the Vice President for Academic Affairs and appointed by the President.

Details of the graduate program are administered by the departmental director. He presents recommendations from the faculty and/or students of his department. He also serves as adviser for the students or assigns this task to one or more of his fellow departmental instructors. Student requests for special consideration, for example, for a departure from the listed requirements and regulations, are to be made to the Graduate Council through the student's adviser.

The College Teacher Education Committee is responsible for approving and implementing standards and policies governing curricula for teacher education, due consideration being given to professional standards and state requirements. The departmental director of the graduate program functions as a member of the Teacher Education Committee and the Graduate Council.



# MASTER OF ARTS DEGREE IN MUSIC

## Concentration: Church Music

### Requirements for Admission to the Graduate Program

To be admitted as candidates for the Master of Arts Degree in Music with a concentration in Church Music students must meet the following requirements:

1. They must have a bachelor's degree from a recognized college or university.
2. They must have a cumulative index of 2.50 in undergraduate work.
3. They must have fulfilled the music requirements of Saint Joseph's College undergraduate program in Church Music for their specific emphasis: Composition, Conducting, Organ, or Voice. (Additional requirement for students who choose the Composition emphasis: Orchestration) Deficiencies, if any, must be removed through credit or through proficiency examinations.
4. They must submit an application and official transcripts of all undergraduate and graduate work. These documents must be submitted at least four weeks before the opening date of the summer session.
5. They must pass entrance examinations in theory, piano, organ (performance and service playing), conducting, voice, and music history; also composition for those in Composition emphasis. Should they fail in any area, additional undergraduate work will be assigned and a subsequent examination required.

IN ORDER TO ENROLL FOR GRADUATE COURSES APPLICABLE TOWARD THE DEGREE THE STUDENT MUST HAVE REMOVED ALL BUT SIX CREDIT HOURS OF DEFICIENCY, EXCLUSIVE OF APPLIED MUSIC.

### Requirements for Admission to Candidacy for the Degree

In order to be admitted to candidacy for the degree students must fulfill the following requirements:

1. They must have removed all deficiencies.
2. They must have successfully passed at least six credit hours of graduate work with an index of 2.5 or better.
3. They must have completed the Application for Admission to Candidacy for the Master's Degree and received approval of same from the graduate music faculty.
4. At this time students who seeks professionalization of an Indiana teacher's license shall submit an application for the Teacher Training Program to the departmental director, who, in turn, presents the application to the Teacher Education Committee for approval.

### Requirements for Graduation

The requirements for graduation are as follows:

1. Admission to candidacy as described above.
2. The successful passing of thirty credit hours applicable toward the degree as indicated in one of the four emphases with a grade of C or above.
3. A cumulative index of 3.00 or above.
4. The fulfillment of residence and time requirements, as follows:
  - a. **Residence.** Normally all courses for the degree must be taken at Saint Joseph's College. With special permission of the Graduate Director a maximum of six credit hours of graduate work may be transferred from another institution provided the grade earned was B or above.



- b. **Time.** All work applicable toward the degree must have been done within the span of seven years. Work beyond seven years before the proposed graduation must be validated by a special examination.
- 5. Graduation Project as follows:
  - a. For ORGAN, VOICE, CONDUCTING, and COMPOSITION EMPHASES —
    - aa. **Service Recital** ..... 1 credit hour  
This designation is to be rather broadly understood in that the performance may take any of five forms: organ, voice, conducting, composition, or lecture with demonstration. The student should design and produce the service, function in the service in a significant performing capacity, and show how theological/liturgical meaning is articulated and expressed in the service. This meaning should be documented for the professor guiding the student in the preparation of the service and successfully communicated.
    - bb. One of the following:
      - i. **Research Paper** ..... 1 credit hour  
The research paper, between 30 and 50 pages, is to treat a topic involving music in worship, e.g., the role of the cantor, sacramental rite(s), the psalms, etc. Historical, theological and musical dimensions should enter into the research. Standard format is prescribed. Two copies are to be submitted to the faculty.
      - ii. **Oral Examination** ..... 1 credit hour  
The oral examination must be preceded by research similar to that in “i”. The examination is conducted by three members of the faculty (including the supervisor of the study) on the topic of research.

Students may distribute the fulfillment of the requirements of the graduation project over two summers if they so choose. They may even do the third possibility as an elective.

- b. For MUSIC EDUCATION EMPHASIS —  
Students who choose the MUSIC EDUCATION EMPHASIS must prepare and present a music practicum in educational setting as their graduation project (3 credit hours). This practicum must include the conducting of both instrumental and vocal music. A research paper on the content of the presentation is to be submitted to the instructor. A second copy is to be submitted for the graduate files.

Students who seek professionalization of their Indiana teacher’s license must complete, in addition to the requirements of the MUSIC EDUCATION EMPHASIS, six semester hours in graduate professional education, taken at an institution approved by the Teacher Training and Licensing Commission of the Indiana State Board of Education for offering graduate credit in professional education. After all requirements have been fulfilled, students apply for their professional teacher’s licenses through the College License Advisor.

**Independent Study**

The graduate program provides the opportunity for a student to pursue special topics or projects apart from regularly scheduled courses. The student registers for such independent study at the beginning of the session.

**Student Counseling**

When students make formal application for admission to candidacy for the degree they will choose a special counselor for academic matters. Normally students should choose a counselor from the area of their emphasis. Members of the graduate faculty



SAINT JOSEPH'S COLLEGE

are eligible to serve as counselors. Standard forms for this purpose are available at the office of the Director.

**Class Load**

The normal load for the summer session is seven credit hours. Exceptions need the approval of the Director.

**GRADING SYSTEM AND QUALITY POINTS**

Graduate courses are graded as follows:

A — excellent; above average .....	4 quality points
B — good; average .....	3 quality points
C — passing; below average but sufficient for earning credit	2 quality points
F — failure .....	0 quality points
I — incomplete; work to be completed within five weeks after the close of the session or a grade of F to be given	
W — withdrawal	
Z — audit	

**CLASS WITHDRAWAL**

A student who withdraws from a course before the final week of the summer session will receive a **W** in the course.

A student who withdraws later than one week before the end of the summer session will receive an **F** in the course.

**NON-DEGREE-SEEKING STUDENTS**

Specially qualified students who do not fulfill all admission requirements may enroll for individual courses for which they are qualified with the approval of the departmental director.



## PROGRAM OF STUDIES

### THIRTY HOURS as follows . . .

#### Required of **all students**:

- 511. Historical and Theological Perspectives of Christian Worship — 3 hours
- 512. Liturgical Thinking and Practice (3 courses of 2 hours each) — 6 hours
- 611. Sixteenth-century Counterpoint — 3 hours
- 612. Historical Development of Musical Style — 3 hours
- 644. Service Playing — 1 hour
- 670. Graduation Project — 2 hours

Required of all: 670a. Service Recital — 1 hour

Choice of 1 hour required:

670b. Research Paper — 1 hour

670c. Oral Examination — 1 hour

(For details cf. *Requirements for Graduation*.)

#### Additional requirements for **ORGAN EMPHASIS**:

**One** of the following — —

621. Gregorian Paleography and Chironomy — 2 hours

622. Conducting and Score Reading: Renaissance and Baroque Church Music — 2 hours

623. Conducting and Score Reading: Twentieth-century Church Music — 2 hours

631. Organ Literature and Registration I (beginning to 1700) — 2 hours

632. Organ Literature and Registration II (1700 to the present) — 2 hours

633. Organ Structure and History — 1 hour

Organ — 4 hours

Voice — 1 hour

#### Additional requirements for **VOICE EMPHASIS**:

621. Gregorian Paleography and Chironomy — 2 hours

**One** of the following: 622, 623 (cf. above) — 2 hours

635. Sacred Vocal Literature — 2 hours

Voice — 4 hours

Electives in Music — 2 hours

#### Additional requirements for **CONDUCTING EMPHASIS**:

621, 622, and 623 (cf. above) — 6 hours

634. Sacred Choral Music: History and Literature — 2 hours

Voice — 2 hours

Electives in Music — 2 hours

#### Additional requirements for **COMPOSITION EMPHASIS**:

613. Twentieth-century Techniques — 2 hours

623. Conducting and Score Reading: Twentieth-century Church Music — 2 hours

634. Sacred Choral Music: History and Literature — 2 hours

Composition — 6 hours

#### Additional requirements for **MUSIC EDUCATION EMPHASIS**:

620. Graduate Conducting: Choral and Instrumental — 2 hours

671. Music Practicum in Educational Setting — 3 hours

Applied Music — 4 hours

#### Two of the following courses:

651. Keyboard and Vocal Pedagogy for the Classroom Teacher — 3 hours

652. Composing and Arranging for the Classroom Teacher — 3 hours



## SAINT JOSEPH'S COLLEGE

653. Teaching Contemporary Instrumental Techniques at the Elementary and Secondary School Levels — 3 hours

654. Marching Band Techniques — 3 hours

Courses 644 and 670 are not required. With permission of the departmental director six hours of graduate music or music education may be substituted for Course No. 512.

## COURSE OFFERINGS

### GRADUATE COURSES IN MUSIC

#### Theory

611. Sixteenth-century Counterpoint — 3 hours

613. Twentieth-century Techniques — 2 hours

614. Composition — variable credit

#### Conducting

621. Gregorian Paleography and Chironomy — 2 hours

622. Conducting and Score Reading: Renaissance and Baroque Church Music — 2 hours

623. Conducting and Score Reading: Twentieth-century Church Music — 2 hours

#### History and Literature

612. Historical Development of Musical Style — 3 hours

631. Organ Literature and Registration I (from the beginning to 1700) — 2 hours

632. Organ Literature and Registration II (from 1700 to the present) — 2 hours

633. Organ Structure and History — 1 hour

634. Sacred Choral Music: History and Literature — 2 hours

635. Sacred Vocal Literature — 2 hours

#### Applied Music

641. Organ — variable credit

642. Voice — variable credit

643. Piano — variable credit

644. Service Playing — 1 hour

645. Performance Recital — 1-2 hours

#### Graduation Projects

670a. Service Recital — 1 hour

670b. Research Paper — 1 hour

670c. Oral Examination — 1 hour

(For details of 670a, 670b, and 670c cf. *Requirements for Graduation.*)

#### Music Education

651. Keyboard and Vocal Pedagogy for the Classroom Teacher — 3 hours

652. Composing and Arranging for the Classroom Teacher — 3 hours

653. Teaching Contemporary Instrumental Techniques at the Elementary and Secondary Levels — 3 hours

654. Marching Band Techniques — 3 hours

671. Music Practicum in Educational Setting — 3 hours

#### Miscellaneous

655. Independent Study — 1-3 hours

660. Seminar (variable content, e.g., Hymnody, Applied Liturgics) — 1-3 hours

### GRADUATE COURSES IN LITURGY

511. Historical and Theological Perspectives of Christian Worship — 3 hours

512. Liturgical Thinking and Practice (variable content; offered each summer) — 2 hours



## ADMINISTRATIVE OFFICERS

Charles H. Banet, M.A.L.S., Litt. D., President  
 Robert J. Garrity, Ph.D., Vice President for Academic Affairs  
 Kenneth J. Zawodny, Vice President for Business Affairs  
 Charles J. Robbins, C.PP.S., M.A., Registrar  
 John P. Nichols, Ph.D., Graduate Director  
 Lawrence F. Heiman, C.PP.S., D.S.Mus., Director of Church Music Program  
 Bernard J. Meiring, C.PP.S., Ph.D., College License Advisor

## FACULTY

### RESIDENT FACULTY

**Anne-Marie Egan**

M.A., Indiana University, 1957.

**John B. Egan**

Ph.D., Indiana University, 1962.

**Lawrence F. Heiman, C.PP.S.**

M.A., Catholic University of America, 1949; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., *ibid.*, 1959; D.S.Mus., *ibid.*, 1970.

**William J. Kramer, C.PP.S.**

L.Sc.N., University of Fribourg (Switzerland), 1951; Sc.D., *ibid.*, 1952.

**Robert E. Onofrey, C.PP.S.**

M.Mus., University of Michigan, 1973; D.M.A., *ibid.*, 1976.

**Thomas Sherlock, C.PP.S.**

M.A., University of Dayton, 1968; Ph.D. (Cand.), Catholic University of America.

**Ralph C. Verdi, C.PP.S.**

M.A., University of Dayton, 1969; M.Div., St. Bernard's Seminary, Rochester, N. Y., 1971; M.Mus., Eastman School of Music, University of Rochester, 1974.

### VISITING FACULTY (1977)

**John Bicknell**

Organist, Trinity Episcopal Church, Highland Park, IL., M.Mus., DePaul University, 1974.

**Gerard T. Broccolo**

St. Mary of the Lake Seminary, Mundelein, IL. S.T.L., Pontifical Gregorian University (Rome), 1965; S.T.D., Pontifical Liturgical Institute of St. Anselm (Rome), 1970.

**Joseph P. Koestner**

Indiana University. M.Mus., West Michigan University, Kalamazoo, 1968; D.M., Indiana University, 1976.

**John J. Molnar, O.S.A.**

Kenosha, Wis., M.A., Notre Dame University, 1966.

**Donald J. Reagan**

Warren, Ohio, M.A., Notre Dame University, 1954; M. Mus., Catholic University of America, 1969; Ph.D., Catholic University of America, 1972.



SAINT JOSEPH'S COLLEGE

Carolyn Staley  
Valparaiso University. M.Mus., Indiana University, 1972.

Robertia Urban  
West Lafayette, Ind. M.Mus., Notre Dame University, 1970.

FEES

Entrance examination fee.....	\$ 10.00
Tuition per credit hour (courses numbered over 500) .....	57.00
Board for summer session.....	200.00
Room for summer session:	
single occupancy.....	135.00
double occupancy.....	90.00
Private instruction in Applied Music	
(two half-hour or one 60-minute lesson per week) .....	50.00
	(plus tuition)
General fees for summer session .....	8.00
Graduation fee .....	25.00

Saint Joseph's admits students of any race, creed, or country of origin.

For applications and additional information please write to:

Rev. Lawrence F. Heiman, C.PP.S  
Director, Graduate Church Music Program  
Saint Joseph's College  
Rensselaer, Indiana 47978

All prices subject to change without notice.



## ADMINISTRATION AND FACULTY

### Saint Joseph's College Corporation 1976-77 Board of Trustees

#### Officers

James J. Carmody, Chairman, LaGrange, Illinois  
 Frank L. Gallucci, Vice Chairman, Fort Wayne, Indiana  
 Ray Ziegman, Vice Chairman, Orrville, Ohio  
 Charles H. Banet, C.P.P.S., President, Rensselaer, Indiana  
 Kenneth J. Zawodny, Treasurer, Rensselaer, Indiana  
 Charles Robbins, C.P.P.S., Secretary, Rensselaer, Indiana

#### Members

Charles H. Banet, C.P.P.S., Rensselaer, Indiana  
 Kathryn Boesch, Dayton, Ohio  
 James R. Bogan, Lake Forest, Illinois  
 Charles Bricher, C.P.P.S., Dayton, Ohio  
 Frank C. Callahan, Chicago, Illinois  
 James J. Carmody, LaGrange, Illinois  
 Vic Cassano, Dayton, Ohio  
 William Currie, Indianapolis, Indiana  
 Michael Davis, Rensselaer, Indiana  
 Thomas W. DeMint Jr., Deerfield, Illinois  
 Thomas Dumas, Rensselaer, Indiana  
 Albert C. Fellingner, Glencoe, Illinois  
 Leon Flaherty, C.P.P.S., Chicago, Illinois  
 Deborah Frantz, Rensselaer, Indiana  
 Frank L. Gallucci, Fort Wayne, Indiana  
 George S. Halas, Chicago, Illinois  
 Charles A. Halleck, Rensselaer, Indiana  
 Arthur L. Hellyer, Chicago, Illinois  
 W. August Hillenbrand, Batesville, Indiana  
 Thomas Juettner, Palatine, Illinois  
 John Kalicky, C.P.P.S., Rensselaer, Indiana  
 Thomas A. Lewis, Hinsdale, Illinois  
 James E. Madden, Palos Park, Illinois  
 Michael P. Murphy, Chicago, Illinois  
 Dalton O'Connor, Fort Wayne, Indiana  
 Gary W. Probst, Fort Wayne, Indiana  
 Nicholas Renner, C.P.P.S., Celina, Ohio  
 Charles Robbins, C.P.P.S., Rensselaer, Indiana  
 James Scholl, Kalamazoo, Michigan  
 Norbert Sweeterman, C.P.P.S., Dayton, Ohio  
 Mildred Tait, Brook, Indiana  
 Watson Walker, Columbus, Ohio

---

\*C.P.P.S. These letters are the abbreviations of Congregatio Pretiosissimi Sanguinis, the official name of the Society of the Precious Blood. All the priests and brothers at Saint Joseph's are members of this religious community.



Alice Ward, Bay City, Michigan  
Lawrence Weil, Saratoga Springs, New York  
Philip Wilhelm, Indianapolis, Indiana  
James F. Zid, Chagrin Falls, Ohio  
Raymond Ziegman, Orrville, Ohio

### **Life Members**

James A. Bourke, Elmhurst, Illinois  
John Schmidt, Chicago, Illinois

### **OFFICERS OF THE ADMINISTRATION 1977-78**

Charles H. Banet, C.PP.S., M.A.L.S., Litt.D., *President*  
Philip F. Gilbert, C.PP.S., M.A., *Religious Superior*  
Bernard J. Meiring, C.PP.S., Ph.D., *Executive Vice President*  
Robert J. Garrity, Ph.D., *Vice President for Academic Affairs*  
Alvin W. Druhman, C.PP.S., Ph.D., *Secretary of the College*  
Kenneth J. Zawodny, B.S., *Vice President for Business Affairs*

## **ALUMNI BOARD 1977-78**

### **OFFICERS**

Dale W. Fallat '66 (1979) *President*, Toledo, Ohio  
Leonard P. Zimmer '62 (1979) *Vice President for Alumni Relations*, Arlington Heights, Illinois  
Michael T. Smith '63 (1979) *Vice President for Financial Support*, Palatine, Illinois  
Donna Knochel '65 (1979) *Vice President for Academics and Recruiting*, Remington, Indiana  
Ken Ahler '62 (1979) *Vice President for Campus Relations*, Rensselaer, Indiana

### **MEMBERS**

James M. Biernat '63 (1979) Mt. Clemens, Michigan  
Vincent (Skip) Braband '69 (1978) Mt. Prospect, Illinois  
David L. Cunningham '63 (1978) Chicago, Illinois  
John Dougherty '56 (1978) St. Charles, Missouri  
William P. Feely III '55 (1979) Villa Park, Illinois  
Gerald R. Gladu '55 (1979) Kankakee, Illinois  
Dennis M. Johnson '63 (1978) Downers Grove, Illinois  
William J. Krodel '50 (1978) Jasper, Indiana  
James E. Madden '64 (1978) Palos Park, Illinois  
David S. Moebs '64 (1979) Indianapolis, Indiana  
William Moriarty '61 (1979) Rensselaer, Indiana  
James Sobota '58 (1978) Hammond, Indiana  
Larry Till '70 (1979) Fort Wayne, Indiana  
Arthur C. Zielinski '61 (1978) South Bend, Indiana

## ADMINISTRATIVE STAFF 1977-78

William T. Craig .....	<i>Director of Admissions</i>
Shannon Dehn .....	<i>Director of Bookstore</i>
Dixie Green, R.N. ....	<i>Director of Health Center</i>
James E. Froelich, C.PP.S. ....	<i>Director of Guidance</i>
Raphael H. Gross, C.PP.S. ....	<i>Director of the Fellows Program</i>
Alfred Hentschel .....	<i>Superintendent of Buildings and Grounds</i>
David Hoover .....	<i>Director of Financial Aids</i>
Jerome Hughes .....	<i>Personnel Dean</i>
Leonard J. Kostka, C.PP.S. ....	<i>Chaplain of the College</i>
Gerald R. Lasko .....	<i>Director of the Alumni Association</i>
Lawrence Lennon .....	<i>Clinical Psychologist</i>
Beth Pellicciotti .....	<i>Director of Placement</i>
Charles J. Robbins, C.PP.S. ....	<i>Registrar</i>
Richard F. Scharf .....	<i>Director of Athletics</i>
Marie Schultz, L.P.N. ....	<i>Assistant Director of Health Center</i>
Charles J. Schuttrow .....	<i>Director of Public Information</i>
William Staudt, C.PP.S. ....	<i>Director of Halleck Center</i>
William G. Verbrugge .....	<i>Director of Computer Center</i>
Robert J. Vigeant .....	<i>Head Librarian</i>
Paul A. Williams, M.D. ....	<i>College Physician</i>

## FACULTY (1977-78)

### Charles Banet, C.PP.S., (1949)

*President and Associate Professor of Classical Studies*

M.A.L.S., University of Michigan, 1951; University of Michigan, 1951-52; Appointed President, 1965; American Council on Education Presidents' Institute, University of Wisconsin, Summer, 1967. Litt.D., Calumet College, 1969.

### Rudolph P. Bierberg, C.PP.S., (1958)

*Professor of Religion*

S.T.L., Catholic University of America, 1941; S.T.D., Catholic University of America, 1943.

### Ronald T. Boland (1977)

*Chairman, Department of Sociology and Assistant Professor of Sociology*

B.A. (Psychology), LaSalle College, 1962; M.A. (Sociology), Fordham University, 1964; M.S.W., University of Michigan, 1967; Ph.D. (Cand.), University of Kansas.

### Donald E. Brinley, (1955)

*Associate Professor of Philosophy*

A.B., Catholic University of America, 1950; A.M., Catholic University of America, 1951; Indiana University.

### Allen J. Broussard, (1964)

*Chairman, Department of Accounting-Finance and Associate Professor of Accounting*

B.S., University of Southwest Louisiana, 1958; M.B.A., University of Arkansas, 1960; C.P.A., State of Indiana, 1968.

### Roy E. Burkey, (1965)

*Chairman, Department of Business Administration and Associate Professor of Business Administration*

B.S., Ohio State University, 1961; M.B.A., Ohio State University, 1962; Ph.D., Ohio State University, 1971.



**Ralph M. Cappuccilli, (1948)**

*Chairman, Department of Communications and Theatre Arts and Professor of Speech*

B.A., Saint Joseph's College, 1947; A.M., University of Michigan, 1951; Ph.D., Purdue University, 1967.

**Raymond M. Cera, C.PP.S., (1948)**

*Associate Professor of Romance Languages*

B.A., Saint Joseph's College, 1949; M.A., Saint John's University (Brooklyn), 1951.

**David D. Chesak, (1970)**

*Associate Professor of Mathematics and Physics*

B.S., Purdue University, 1958; M.E.E., University of Louisville, 1963; Ph.D., Ohio University, 1971.

**Karen Craig, C.S.J. (1977)**

*Assistant Professor of Education*

B.S. Ed., Carlow College, 1964; M.Ed., Pennsylvania State University, 1970; Ed.D., University of North Dakota, 1973.

**Michael E. Davis, (1952)**

*Chairman, Department of Earth Science and Associate Professor of Geology*

B.S., Kansas State University, 1950; M.S., Kansas State University, 1951.

**William E. Del Principe, (1975)**

*Assistant Professor of Accounting and Finance*

B.S., Saint Joseph's College, 1973; M.B.A., DePaul University, 1976; C.P.A., State of Illinois, 1973.

**Cheryl Dennis (1977)**

*Instructor in Biology and Chemistry*

B.S. University of Tennessee, 1971; M.S., University of Houston, 1975.

**William L. Downard, (1969)**

*Chairman, Department of History and Associate Professor of History*

B.A., Saint Joseph's College, 1963; M.A., University of Cincinnati, 1965; Ph.D., Miami University (Oxford, Ohio), 1969.

**Alvin W. Druhman, C.PP.S., (1948)**

*Secretary of the College; Chairman, Department of English and Professor of English*

B.A., Saint Joseph's College, 1949; M.A., Saint John's University (Brooklyn), 1950; Ph.D., Saint John's University (Brooklyn), 1952.

**Anne-Marie Egan, (1962)**

*Associate Professor of Music*

A.B., Western Maryland College, 1955; M.A., Indiana University, 1957.

**John B. Egan, (1962)**

*Chairman, Department of Music and Professor of Music*

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

**James E. Froelich, C.PP.S., (1974)**

*Director of Guidance; Chairman, Department of Religion and Assistant Professor of Religion*

A.B., University of Dayton, 1951; M.A., Xavier University, 1962.

**Robert J. Garrity, (1972)***Vice President for Academic Affairs and Professor of Philosophy*

B.A., LaSalle College, 1953; M.A., LaSalle College (Theology), 1954; University of Pittsburgh, 1955; University of Georgia, 1958; M.A., Duquesne University (Philosophy), 1962; Ph.D., Duquesne University, 1964; Institute for Academic Deans (American Council on Education), 1972; and (Association of American Colleges), 1976.

**Dominic B. Gerlach, C.PP.S., (1952)***Chairman, Department of Foreign Languages and Associate Professor of History and German*

M.A., Saint Louis University, 1952; University of Michigan, Summer, 1956. Goethe Institute, Munich, Summer, 1962 and 1972; Catholic University of America, Summer, 1965.

**Philip F. Gilbert, C.PP.S., (1961)***Associate Professor of Mathematics*

B.S., Saint Joseph's College, 1952; University of Detroit, 1960-61; B.A., University of Dayton, 1960; University of Detroit, 1960-61; M.S., University of Illinois, 1964; Purdue University, Summers, 1968, 1969.

**John D. Groppe, (1962)***Associate Professor of English*

B.S., City College of New York, 1954; M.A., Columbia University, 1957; University of Notre Dame, 1957-62. N.E.H. Fellowship, Dartmouth University, 1975-76.

**Norman L. Heckman, (1940)***Associate Professor of Chemistry*

B.A., Saint Joseph's College, 1942; University of Wisconsin, 1943-44; A.M., Indiana University, 1947.

**Ambrose J. Heiman, C.PP.S., (1969)***Professor of Philosophy*

B.A., Saint Joseph's College, 1940; M.A., University of Toronto, 1942; L.M.S., Pontifical Institute of Medieval Studies, Toronto, 1947; Ph.D., University of Toronto, 1949; S.T.L., The Catholic University of America, 1953.

**Lawrence F. Heiman, C.PP.S., (1943)***Director of Church Music Programs and Professor of Music*

B.A., Saint Joseph's College, 1944; M.A., Catholic University of America, 1949; Marquette University, Summer, 1950; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., Pontifical Institute of Sacred Music (Rome), 1959; D.S.Mus., Pontifical Institute of Sacred Music (Rome), 1970.

**David H. Hoover, (1966)***Director of Financial Aids and Assistant Professor of History*

B.A., Saint Joseph's College, 1961; M.A., University of Cincinnati, 1965.

**William G. Jennings, (1965)***Assistant Professor of Physical Education*

B.P.E., Purdue University, 1957; M.Ed., Loyola University (Chicago), 1963.

**Duvall Jones, (1973)***Associate Professor of Biology*

A.B., Western Maryland College, 1955; M.S., University of Maryland, 1961; Ph.D., University of Florida, 1967.



**Edward J. Joyce, C.PP.S., (1964)**

*Associate Professor of Religion*

S.S.L., The Biblicum (Rome), 1959; S.T.L., The Angelicum (Rome), 1957; S.T.D., The Angelicum (Rome), 1960.

**G. Robert Kasky, (1966)**

*Assistant Professor of Accounting*

B.S., Saint Joseph's College, 1961. M.B.A., Indiana University, 1963; C.P.A. State of Illinois, 1964.

**Charles M. Kerlin, (1968)**

*Associate Professor of English*

B.S., Purdue University, 1960; M.S., Purdue University, 1961; Ph.D., University of Colorado, 1968.

**Leonard J. Kostka, C.PP.S., (1948)**

*Chaplain and Associate Professor of Theology*

J.C.L., Catholic University of America, 1942; Seton Hall University, Summer, 1948; Saint Louis University, Summer, 1954.

**William J. Kramer, C.PP.S., (1953)**

*Chairman, Department of Chemistry and Professor of Chemistry*

L.Sc.N., University of Fribourg (Switzerland), 1951; Sc.D., University of Fribourg (Switzerland), 1952.

**Hermes D. Kreilkamp, (1967)**

*Assistant Librarian and Associate Professor of History and Philosophy*

B.A., Mary Immaculate College, 1945; S.E.O.L., Pontifical Oriental Institute (Rome), 1951; Ph.D., Catholic University of America (History) 1964; M.A., Catholic University of America, (Literature) 1966; M.S.L.S., Catholic University of America, 1976.

**Frederick R. Lang, C.PP.S., (1960)**

*Associate Professor of Classical Languages*

M.A., University of Michigan, 1962; Ph.D., Pontifical Institute of Higher Latinity at the Salesian Athenaeum, Rome, 1969. (Leave of absence, 1977-78)

**Lawrence Lennon, (1973)**

*Clinical Psychologist; Chairman, Department of Psychology and Assistant Professor of Psychology*

B.A., Saint Joseph's College, 1965; M.S., DePaul University, 1970; Ph.D. (Cand.) Miami University (Oxford, Ohio).

**Robert J. Listman, (1976)**

*Assistant Professor of Business Administration*

B.S., Northern Illinois University, 1970; M.S., Northern Illinois University, 1972; Ed.D., Northern Illinois University, 1976.

**Jose Luzay, (1969)**

*Associate Professor of French*

B.A., Saint Joseph's College (Albania), 1930; M.A. (Classical Languages), Jesuit College (Albania), 1930; M.A. (Literature), Sorbonne, 1935; M.S. (Philosophy), Sorbonne; LL.D., Albania Law College, 1935; Ph.D. Sorbonne, 1937; Litt.D., Sorbonne, 1938.

**Edward P. McCarthy, C.PP.S., (1958)**

*Associate Professor of Philosophy*

M.A., Catholic University of America, 1945.

**Robert J. Maloney (1977)***Instructor in Finance*

A.A., Fullerton College, 1970; B.A., California State University, 1972; M.B.A., University of Tulsa, 1974;

**Ralph A. Marini, (1960)***Associate Professor of Finance*

B.S., Marquette University, 1952; M.B.A., Marquette University, 1960; Ford Foundation Faculty Fellowship, Indiana University, Summer, 1963.

**Andrew G. Mehall, (1961)***Chairman, Department of Biology and Professor of Biology*

B.S., University of Detroit, 1957; M.S., Syracuse University, 1961; Ph.D., University of Illinois, 1970; Research Participant, Illinois Institute of Technology, 1971; N.S.F. Summer Institute, University of Washington, 1965.

**Bernard J. Meiring, C.PP.S., (1957)***Executive Vice President; Director of Student Teaching; Chairman, Department of Education and Professor of Education*

B.A., University of Dayton, 1951; M.A., University of Detroit, 1957; Ph.D., University of California, 1963. Participant in the Tri-University Project in Elementary Education, New York University, 1968-69.

**John P. Nichols, (1968)***Chairman, Department of Philosophy; Core Coordinator and Professor of Philosophy*

B.A., University of Dayton, 1955; S.T.B., Catholic University of Fribourg, 1961; University of Graz (Summer), 1962; S.T.L., Catholic University of Fribourg, 1963; Ph.L., Catholic University of Louvain, 1965; Ph.D., Catholic University of Louvain, 1967; Danforth Associate, 1977-83.

**Sandra J. Odorzynski, (1976)***Chairman, Department of Economics and Assistant Professor of Economics*

B.S., University of Dayton, 1971; M.S., Purdue University, 1974; Ph.D., Purdue University, 1976.

**Robert E. Onofrey, C.PP.S., (1976)***Assistant Professor of Music*

B.S., University of Michigan, 1954; M.S., University of Michigan, 1973; Ph.D., University of Michigan, 1976.

**William L. Palya, (1974)***Assistant Professor of Psychology*

B.S., University of Alabama, 1967; M.A., University of Western Ontario, 1968; Ph.D., University of Western Ontario, 1974.

**Joseph M. Pellicciotti, (1976)***Chairman, Department of Political Science; Pre-Law Advisor and Assistant Professor of Political Science*

B.S., Alfred University, 1972; M.P.A., Syracuse University, 1973; J.D., Gonzaga University, 1976.

**John Pichitino, C.PP.S., (1975)***Instructor in Psychology*

B.A. (Philosophy), Saint Joseph's College, 1968; B.A. (Economics), Saint Joseph's College, 1970; M.A., (Theology), DePaul University, (Chicago), 1974; M.A. (Psychology), St. Mary's University (Texas), 1977.

**John P. Posey, (1969)***Professor of History*

B.S.Ed., University of Georgia, 1958; M.A., University of Georgia, 1959; Ph.D., University of Georgia, 1962; Ford Foundation Fellowship, Institute of Far Eastern History and Civilization, Florida State University, Summer, 1965.



**Donald H. Reichert, (1966)***Associate Professor of Education*

B.S.Ed., University of Dayton, 1953; M.A., Ohio State University, 1956; Ph.D., Ohio State University, 1966. Economics Education Institute, Purdue University, Summer, 1976.

**Ann E. Riedel, (1976)***Assistant Professor of Art*

B.A., Notre Dame College, 1959; University of Notre Dame; M.A. and M.F.A. Bowling Green State University, 1974.

**Charles J. Robbins, C.PP.S., (1940)***Registrar and Associate Professor of Classical Languages*

M.A., Catholic University of America, 1945.

**Patricia E. Robinson (1977)***Assistant Professor of Sociology*

B.A. (History), Mundelein College, 1962; M.A. (History), Loyola University, 1964; M.A. (Sociology), University of Notre Dame, 1973; Ph.D., University of Notre Dame, 1977.

**Jacob S. Rodia, (1963)***Professor of Chemistry*

B.S., Loyola University (Illinois), 1945; M.S., University of Illinois, 1948; Ph.D., University of Illinois, 1952; N.S.F. Summer Institute, University of Akron, 1968; N.S.F. Summer Institute, Duke University, 1969. (Sabbatical leave)

**Charles R. Rueve, C.PP.S., (1946)***Chairman, Department of Mathematics and Professor of Mathematics*

M.S., University of Notre Dame, 1949; Ph.D., University of Notre Dame, 1963.

**Ambrose A. Ruschau, C.PP.S., (1955)***Associate Professor of Physics*

M.S., St. Louis University, 1956; N.S.F. Summer Institute in Radioisotope Technology, University of Michigan, 1964.

**Richard F. Scharf, (1940)***Director of Athletics; Chairman, Department of Physical Education and Associate Professor of Physical Education*

B.S., Saint Joseph's College, 1938; M.E. in P.Ed., Indiana University, 1949.

**Robert E. Schenk, (1974)***Assistant Professor of Economics*

B.A., St. John's University (Minn.), 1968; M.A., University of Wisconsin, 1970; Ph.D. (Cand.), University of Wisconsin.

**Walter A. Scherb, (1969)***Assistant Professor of Business Administration*

B.S., Northern Illinois University, 1965; M.S., Northern Illinois University, 1967.

**Donald F. Shea, C.PP.S., (1947)***Professor of History*

A.B., DePauw University, 1947; M.A., University of Michigan, 1947; Ph.D., Loyola University (Chicago), 1956; Harvard University, Summer, 1958; Visiting Scholar in History, Columbia University, Summer, 1964. (Sabbatical leave)

**Thomas Sherlock, C.PP.S., (1969)***Assistant Professor of Theology*

B.A., University of Dayton, 1965; M.A., University of Dayton, 1968; Ph.D. (Cand.), Catholic University of America.

**Lyle H. Sleeman, (1963)***Associate Professor of Geology*

B.S., University of Illinois, 1958; M.S., Kansas State University, 1959; Ph.D., University of Missouri, 1964; N.S.F. Summer Institute, Indiana University, 1964; N.S.F. Summer Institute, Pennsylvania State University, 1965; N.S.F. Research Participant, University of Wyoming, Summer, 1966, 1967; N.S.F. Summer Institute, Southwest Center of Advanced Studies, 1968; N.S.F. Summer Institute, Virginia Polytechnical Institute, 1969.

**William J. Stang, C.PP.S. (1977)***Instructor in Biology*

B.S., Saint Joseph's College, 1968; M.S. (in progress), Roosevelt University. (Leave of absence, 1977-79)

**William G. Verbrugge, (1967)***Director of Computer Center; Chairman, Department of Computer Science and Associate Professor of Mathematics and Computer Science*

B.S., Marquette University, 1961; M.S., Illinois Institute of Technology, 1965; M.S., Purdue University, 1972; Ph.D., Purdue University, 1974.

**Ralph C. Verdi, (1974)***Assistant Professor of Music*

B.A., University of Dayton (Philosophy), 1967; B.A., Saint Joseph's College (Music), 1969; M.A., University of Dayton, 1969; M.Div., St. Bernard's Seminary, 1971; M.M., University of Rochester, Eastman School of Music, 1974.

**Robert J. Vigeant, (1975)***Head Librarian and Assistant Professor*

A.B., Assumption College, 1950; M.S., Simmons College, 1957.

**Willard G. Walsh, (1954)***Associate Professor of Speech*

B.S., United States Military Academy, 1938; M.F.A., Fordham University, 1949; Certificate, American Academy of Dramatic Arts, 1953.

**Paul R. White, C.PP.S., (1956)***Associate Professor of Economics*

University of Michigan, Summer, 1955; M.A., Catholic University of America, 1956; Cornell University, 1960. (Leave of absence)

**Clayton A. Womelsdorff II, (1966)***Assistant Professor of Political Science*

B.A., Baylor University, 1953; M.A., (Political Science) Baylor University, 1956; M.A. (Economics), Hardin-Simmons University, 1961.

**Lawrence J. Wyen, C.PP.S., (1970)***Assistant Professor of English*

B.A., University of Dayton, 1965; M.A., University of Detroit, 1970; Ph.D., Case Western Reserve University, 1974.

**Kenneth J. Zawodny, (1966)***Vice President for Business Affairs and Assistant Professor of Computer Science*

B.S., Saint Joseph's College.

**EMERITI FACULTY****Boniface R. Dreiling, C.PP.S., (1940-77)***Professor Emeritus of Physics*

M.S., Catholic University of America, 1940; University of Chicago, 1943-46.



**Rufus H. Esser, C.PP.S., President, 1937-38, (1925-74)**

*Professor Emeritus of English*

M.A., Catholic University of America, 1927; Indiana University, Summers, 1930, 1931, L.H.D., Saint Joseph's College, 1974.

**Raphael H. Gross, C.PP.S., President, 1951-65, (1941-77)**

*Director of Fellows and Professor Emeritus of English*

A.M., University of Michigan, 1941; Ph.D., University of Montreal, 1952; LL.D., Saint Joseph's College, 1967.

**Edwin G. Kaiser, C.PP.S., (1944-66)**

*Professor Emeritus of Theology*

S.T.D., Saint John Lateran, 1923; Gregorianum University, 1923-24; Saint Louis University, Summer, 1947; Litt.D., Saint Joseph's College, 1967.

**Paul E. Kelly, (1950-76)**

*Professor Emeritus of Marketing*

A.M., Colorado State College, 1941; Ford Foundation Fellowship, Indiana University, Summer, 1959; LL.D., Saint Joseph's College, 1976.

**Joseph B. Kenkel, C.PP.S., President, 1927-37, (1922-66)**

*Professor Emeritus of Economics*

Ph.D., Catholic University of America, 1922. LL.D., Saint Joseph's College, 1970.

**Adam P. Lesinsky, (1958-66)**

*Professor Emeritus of Music*

M.M., American Conservatory of Music, 1944. D.Mus., Saint Joseph's College, 1972.

**Edward M. Roof, C.PP.S., (1929-76)**

*Professor Emeritus of Latin*

M.A., Catholic University of America, 1931. Litt.D., Saint Joseph's College, 1976.

**Thomas M. Ryan, (1963-73)**

*Professor Emeritus of Education*

M.A., University of Dayton, 1941; University of Cincinnati, 1947-48, Summer, 1948. LL.D., Saint Joseph's College, 1976.

**Urban J. Siegrist, C.PP.S., (1936-76)**

*Professor Emeritus of Biology*

M.S., Catholic University of America, 1936; Ph.D., Institutum Divi Thomae, 1958. D.Sc., Saint Joseph's College, 1976.

**Paul C. Tonner, (1918-63)**

*Professor Emeritus of Music*

B.Music, University Extension Conservatory, Chicago, 1931; Van Der Cook Conservatory of Music, Summer, 1949; Litt.D., Saint Joseph's College, 1958.

**ASSOCIATE FACULTY**

**M. Sue Demitroulas, (1977)**

*Lecturer in Medical Technology*

B.S., Culver Stockton College, 1965; M.T. (ASCP), 1965.

**Thomas Fisher, (1969)**

*Lecturer in Business Law*

A.B., Earlham College, 1962; J.D., Indiana University, 1965.

**Paul E. Fitch, (1975)***Lecturer in Music*

B.M.Ed., Cosmopolitan School of Music, 1958.

**Charles A. Halleck, (1969)***Distinguished Lecturer in History*

LL.B., Indiana University, 1924; LL.D., Saint Joseph's College, 1954.

**Dorothy A. Jones, (1977)***Lecturer in Biology*

B.A., University of Wisconsin, 1959; Cornell University; M.A., Case-Western Reserve University, 1964.

**James A. Kenny, (1964)***Lecturer in Psychology*

B.A., Maryknoll College, 1954; M.S.W., Loyola University (Chicago), 1957; Ph.D., University of Maine, 1962; M.A., Indiana University, 1971; Ph.D., Indiana University, 1974.

**Sister Donna Liette, C.PP.S., (1969)***Lecturer in Education*

M.A., New York University, 1968.

**Earl J. Mason, (1977)***Lecturer in Pathology*

Ph.D., The Ohio State University, 1950; M.D., Western Reserve University, 1954.

**Robert Nesbitt, (1976)***Lecturer in Business Law*

B.A., Indiana University, 1968; J.D., University of San Diego, 1972.

**George L. Post, (1969)***Lecturer in Physical Education*

B.S., Saint Joseph's College, 1965; M.S., Purdue University, 1969.

**Charles J. Schuttrow, (1965)***Director of Public Information and Lecturer in Journalism*

B.A., Saint Joseph's College, 1963.

**Brad Smith, (1976)***Lecturer in Physical Education*

B.S., Purdue University, 1973; M.S., University of Arizona, 1975.

**George Waggoner, (1976)***Lecturer in Physical Education*

B.S., Slippery Rock State College, 1966; M.Ed., Slippery Rock State College, 1975.

**Rosalie Wendling, (1975)***Lecturer in Physical Education*

B.S., Indiana State University, 1968; M.S., Indiana University, 1976.







## INDEX

- Absences, excused ..... 20
- Academic
  - Awards ..... 24
  - Classification ..... 20
  - Policies ..... 18-23
- Accounting-Finance ..... 42
- Accreditation ..... 1
- Administration, Officers of ..... 120
- Admissions ..... 9
- Affiliations ..... 1
- Aims and Purposes ..... 4
- Alumni Association ..... 34
  - Board ..... 119
- Art ..... 46
- Athletics: eligibility ..... 23
  - Grants ..... 17
- Auditing Courses ..... 19
- Awards ..... 24-26
- Bank ..... 34
- Biology ..... 47
- Bookstore ..... 34
- Business Administration ..... 52
- Calendar ..... 2
- Campus ..... 6
- Change of Grade ..... 21
- Chemistry ..... 55
- Class:
  - Attendance ..... 20
  - Change ..... 19
  - Load-Classification ..... 19,20
  - Schedule ..... 19
  - Withdrawal ..... 20
- College Level Examination
  - Program ..... 19
- Communication and
  - Theatre Arts ..... 56
- Computer Science ..... 58
- Core ..... 37
- Counseling ..... 34
- Credit by Examination ..... 18
- Dean's List ..... 22
- Degrees in Absentia ..... 30
- Degrees Offered ..... 27
- Dismissal: Academic ..... 22
- Earth Science ..... 60
- Economics ..... 59
- Education ..... 65
- Educational Opportunity Grants 15,16
- Employment, student ..... 16
- Engineering ..... 82
- English ..... 69
- Enrollment ..... 18
- Environmental Science ..... 61
- Faculty ..... 121
- Fees ..... 11
- Finance ..... 43
  - Financial Aid:
    - Grants: ..... 16
      - Athletic ..... 17
      - Educational Opportunity .. 15,16
      - Music ..... 16
  - Loans
    - Guaranteed ..... 17
    - National Direct ..... 17
  - Payment Plans:
    - College Aid Plan ..... 13
    - Insured Tuition
      - Payment Plan
        - Tuition Plan ..... 13
  - Scholarships:
    - Academic ..... 14
    - State ..... 16
    - Student Employment ..... 16
    - Work-Study Program ..... 16
    - Veteran's Assistance ..... 16
    - Vocational Rehabilitation ..... 16
- Financial Regulations ..... 13
- French ..... 73
- General Education ..... 37
- German ..... 74
- Grading ..... 20
- Graduation:
  - In Absentia ..... 30
  - Check List ..... 31
  - Requirements ..... 29
    - with Honors ..... 22
- Greek ..... 75
- Health Services ..... 34
- History ..... 75
- History of College ..... 5
- Housing ..... 7
- Humanities ..... 78
- Incomplete Grades ..... 21
- Independent Study ..... 22
- Index, Scholastic ..... 21
- Junior Year Abroad ..... 23
- Languages, Foreign ..... 73
- Latin ..... 75
- Laundry ..... 34
- Library ..... 6
- Load, Class ..... 19
- Loans ..... 17
- Mail Service ..... 34
- Master's Degree:
  - See Music Department
- Mathematics ..... 78



Medical Technology .....	47	Rights & Privacy Act .....	23
Memberships, College .....	1	Schedule:	
Music .....	84	Change of Classes .....	19
Music Grants .....	16	Scholarships:	
National Direct Student Loans ...	17	Academic .....	14
Orientation .....	35	Endowed .....	15
Parents' Confidential Statement ...	14	Special .....	15
Pass/Not Pass Option .....	21	Scholastic Aptitude Test .....	14
Personnel Services .....	34	Sociology .....	104
Philosophy .....	88	Spanish .....	75
Physical Education .....	91	State Scholarship Programs .....	16
Physics .....	81	Student Association .....	33
Placement .....	35	Summer Sessions .....	23
Political Science .....	94	Teacher Education .....	65
Pre-Programs .....	28	Telephones .....	35
Probation Policies .....	22	Television Credit .....	19
Psychology .....	97	Testing Program .....	36
Quality Points .....	20	Theology .....	102
Recreational Facilities .....	35	Transfer Policy .....	10
Refund Policies .....	13	Trustees, Board of .....	119
Registration .....	18	Tuition Charges .....	11
Religious Services .....	35	Veterans:	
Repetition of Courses .....	21	Admissions .....	10
Requirements:		Assistance .....	16
Entrance .....	9	Vocational Rehabilitation .....	16
Foreign Language .....	29	Withdrawal:	
General Education .....	37	College .....	22
Graduation .....	29	Courses .....	20
Residence .....	29	Work-study Program .....	16

# **GIFTS AND BEQUESTS**

Gifts and bequests of money, securities or real estate are gratefully received by Saint Joseph's College. Many additions have thus been made to the resources of the institution.

To serve the College in this way it is not necessary to make a large bequest. There are doubtless many who without injury to family or other interests could bequeath \$500, \$1,000, or \$5,000; and some who might bequeath a much larger sum.

Unless other use is specified, it is the general policy of the institution to designate funds so given as a part of the permanent endowment of the institution.

In order to be valid in most states, a will must be signed by the testator in the presence of at least two disinterested witnesses who should attest the instrument as such witnesses.

## **FORM OF GENERAL BEQUEST**

I hereby give and bequeath to Saint Joseph's College, situated at Rensselaer, Indiana, forever, for the use of said institution in fulfillment of its general corporate purposes. (State here the sum of money which you desire to give, or describe the property or securities constituting the bequest.)

## **ANNUITIES**

Anyone desiring to further the education of Catholic youth and the progress of training under Catholic auspices through the annuity plan may secure detailed information concerning the plan sponsored by Saint Joseph's College writing to the Director of Development for Estates and Wills, Saint Joseph's College, Rensselaer, Indiana 47978.

## **RENSSELAER, INDIANA**

A city of 5,000, Rensselaer is 73 miles southeast of Chicago, 50 miles southeast of Hammond and 100 miles west of Fort Wayne. Approached from the south, it is 110 miles northwest of Indianapolis and 49 miles northwest of Lafayette.

## **COLLEGEVILLE, INDIANA**

Saint Joseph's College lies just outside Rensselaer's southern city limits. Indiana State Highway 53 (U.S. 231), one of the main routes connecting Chicago and Indianapolis, passes through the College grounds. Interstate 65 also provides fast transportation coming south from Chicago and north from Indianapolis. Visitors using I-65 should exit at the Route 114 ramp coming from the north and at the Routes 53-231 exit coming from the south. The Indiana Motor Bus Company, operating between Cincinnati and Chicago, uses Route 53 and will take on and let off passengers at the campus.

## **CAMPUS VISITS**

Parents and relatives of prospective or resident students are welcome at the College at any time of the year. The College Courier Club offers guided tours of the campus, conducted by students at Saint Joseph's. Visitors are asked to notify the Admissions Office when arriving on campus to arrange for a tour guide. Interviews with the Admissions Office can be made by appointment.



